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for Grade 4.

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ABSTRACT

Each state and jurisdiction that participated in the Grade 4 NAEP (National Assessment of Educational Progress) 2003 reading assessment receives a one-page snapshot report that presents key findings and trends in a condensed format. The 53 reports in this series present bulleted text describing overall student results, bar charts showing NAEP achievement levels for each year in which the state participated, and tables displaying results by gender, race/ethnicity, and eligibility for free/reduced-price lunch. In addition, bulleted text describes the trends in average scale score gaps for gender, race/ethnicity, and eligibility for free/reduced-price lunch. Trends in scale scores at selected percentiles are also displayed. (RS)



The Nation's Report Card: State Reading 2003 Snapshot Reports for Grade 4.

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Snapshot Raport

NGES 2000-0500(4)

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Alabama

- In 2003, the average scale score for fourth-grade students in Alabama was 207. This was not found to be significantly different' from the average score in 2002 (207), and was not found to be significantly different from the average score in 1992 (207).
- Alabama's average score (207) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Alabama were higher than those in 1 jurisdiction, not significantly different from those in 9 jurisdictions, and lower than those in 42 jurisdictions.
- The percentage of students in Alabama who performed at or above the NAEP *Proficient* level was 22 percent in 2003. This percentage was not found to be significantly different from 2002 (22 percent), and was not found to be significantly different from 1992 (20 percent).

llabama (Public)			
199211	69)	32	16 3
1994 ⁿ 🗔	2 ()	29	18 5
1998	344	32	19 4
2002	43	30	18 🔇
2003	48	30	18 8
lation (Public)			
2003	O	32	23 7
	Percentage below Basic as	d at Basic	Percentage at <i>Prolicient</i> and Advanced

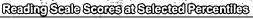
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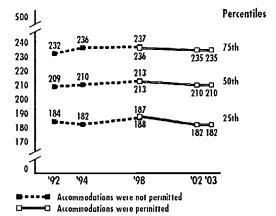
NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

Performence of NAEP Reporting	Groups in Alabama		100		The second secon	7	
	Percentage	Average	Average Percentage of studen			ts at	
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced	
Male	52	204	50	29	17	4	
Female	48	211	44	32	19	5	
White	60	219	34	35	24	6	
Black	37	188	69	23	7	1	
Hispanic	1						
Asian/Pacific Islander	1						
American Indian/Alaska Native	1						
Free/reduced-price school lunch						***************************************	
Eligible	54	193	63	26	10	1	
Not eligible	45 1	224	29	35	27	9	

Average Score Caps Between Selected Groups

- In 2003, male students in Alabama had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (30 points). This performance gap was not significantly different from that of 1992 (30 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Alabama.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (32 points). This performance gap was not significantly different from that of 1998 (29 points).





An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

**Substitutions includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.
Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

Significantly different from 2003.

¹ Significantly higher than, \$\frac{1}{2}\$ lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. ² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).



Alaska Grade 4

Snepshol Report

NGPS 2002-2003AN

2

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The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Alaska

- In 2003, the average scale score for fourth-grade students in Alaska was 212.
- Alaska's average score (212) in 2003 was lower¹ than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Alaska were higher than those in 6 jurisdictions, not significantly different from those in 10 jurisdictions, and lower than those in 36 jurisdictions.
- The percentage of students in Alaska who performed at or above the NAEP Proficient level was 28 percent in 2003. The percentage of students in Alaska who performed at or above the Basic level was 58 percent.

Student Per	ලාකුලල ක්	NAEP Acti	fevenent Levels	
Alaska (Public)				
2003	(42)	30	22 5	
Nation (Public)				
2003 [र्सक 🧆	32	23 7	
_	Percentage below 1	Bask and at Bask	Percentage at Proficient and Advanced	
	elow <i>Basic</i>	Basic 🗆 Pro	ficient 🔲 Advanced	

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 at lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

	Percentage	ge Average		ercentage		
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	51	205 ↓	48 1	29	19	4
Female	49	218	36	31	25	8
White	54	226	27	33	30	10
Black	5↓	209 1	44 ↓	35	20 1	1
Hispanic	4	209 1	45 ↓	34	19	2
Asian/Pacific Islander	8 1	207 ↓	50 1	33	15 ↓	2
American Indian/Alaska Native	28 ↑	184 ↓	70 1	20 1	9 ↓	1

192 |

224 1

34

59 1

Average Score Gaps Environ Selected Group's

- In 2003, male students in Alaska had an average score that was lower than that of female students (13 points). This performance gap was wider than that of the Nation (8 points).
- In 2003, White students had an average score that was higher than that of Black students (17 points). This performance gap was narrower than that of the Nation (30 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (17 points). This performance gap was narrower than that of the Nation (28 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (32 points). This performance gap was not significantly different from that of the Nation (28 points).

Reading Scale Scores at Sciented Percentiles

24 l

34

11

28

63 1

30 1

	Scale Score Distribution				
	25 th	50 th	75 th		
	Percentile	Percentile	Percentile		
Alaska	186 ↓	216	241		
Nation (Public)	193	219	243		

An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 243, and 75 percent of students in Alaska scored below 241.

Eligible

Not eligible



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from Alaska.

¹ Significantly higher than, 1 lower than appropriate subgroup in the nation (public).

^{&#}x27;Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

2 "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/hationsreportcard/states/ for additional results and detailed information.

DECES 2002-4F3420

Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overell Reading Results for Artzona

- In 2003, the average scale score for fourth-grade students in Arizona was 209. This was not found to be significantly different¹ from the average score in 2002 (205), and was not found to be significantly different from the average score in 1992 (209).
- Arizona's average score (209) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Arizona were higher than those in 3 jurisdictions, not significantly different from those in 7 jurisdictions, and lower than those in 42 jurisdictions.
- The percentage of students in Arizona who performed at or above the NAEP *Proficient* level was 23 percent in 2003. This percentage was not found to be significantly different from 2002 (22 percent), and was not found to be significantly different from 1992 (21 percent).

ona (Public)			
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4 B	(B)	78-	. 18 6
3	69)⊚	29	» 18 (
2	(1)	29	<u>~ 17 [4</u>
3	4 35	31	19 (
n (Public)			
3 [8	32	23
	Percentage below Bas	sir and at Basic	Percentage at <i>Proficient</i> and

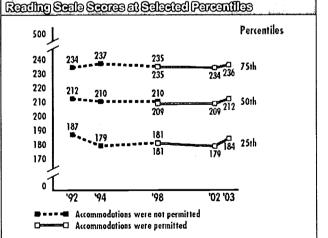
Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Prolicient, 238-267; Advanced, 268 or above.

Performance of NAEP Reporting	Excepts in Arizona	`	A CONTRACTOR OF THE CONTRACTOR				
	Percentage	Average	P	ercentage	of students at		
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced	
Male	50	206 1	49	30	17	4	
Female	50	212	43	31	21	5	
White	50	223	29	36	28	7	
Black	5	196	59	28	11	2	
Hispanic	36	195	62	26	10	2	
Asian/Pacific Islander	2	225	32	30	27	11	
American Indian/Alaska Native	7	182	75	19	5	#	
Free/reduced-price school lunch							
Eligible	47	194	63	26	10	1	
Not eligible	43	225 1	28	36	28	8	

Average Score Caps Detween Selected Croups

- In 2003, male students in Arizona had an average score that was lower than that of female students (5 points). This performance gap was not significantly different from that of 1992 (8 points).
- In 2003, White students had an average score that was higher than that of Black students (27 points). This performance gap was not significantly different from that of 1992 (22 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (28 points). This performance gap was not significantly different from that of 1992 (23 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (32 points). This performance gap was not significantly different from that of 1998 (32 points).



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

Statistical comparisons are calculated on the basis of unfolding scale scores of energies (Visit http://nces.ed.gov/nationspepricar/states/ for additional results and defined information.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

Significantly different from 2003.

Significantly higher than, I lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. ² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Snapshot Raport

000ES 20004-050AGA

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Arkenses

- In 2003, the average scale score for fourth-grade students in Arkansas was 214. This was not found to be significantly different* from the average score in 2002 (213), and was not found to be significantly different from the average score in 1992 (211).
- Arkansas' average score (214) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Arkansas were higher than those in 9 jurisdictions, not significantly different from those in 9 jurisdictions, and lower than those in 34 jurisdictions.
- The percentage of students in Arkansas who performed at or above the NAEP *Proficient* level was 28 percent in 2003. This percentage was not found to be significantly different from 2002 (26 percent), and was greater than that in 1992 (23 percent).

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92 th [40	33	# 19
	or one o	30	··· 19 5
98	A C	32	18* 4
02	422	33	21 15
03	40 ac	32	22 6
n (Public)			
03	· 33	32	. 23 7
	Percentage below Bas	k and at Bask	Percentage at Proficient and
	. •		Advanced

Accommodations were not permitted for this assessment.

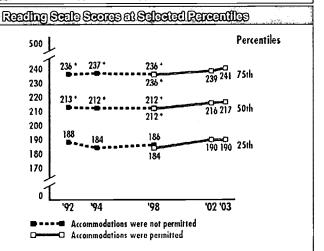
NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

Performance of NATP Reporting (Percentage Average		Percentage of students at			
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	50 ↓	209	45	30	20	5
Female	50 ↑	218	36	33	24	7
White	69	223	30	35	27	8
Black	25	190	68	23	9	1
Hispanic	4	204	52	31	15	2
Asian/Pacific Islander	1					
American Indian/Alaska Native	1					
Free/reduced-price school lunch	au			*****************		······································
Eligible	53	204	51	29	17	4
Not eligible	43	227	26	35	29	10

Average Score Caps Between Selected Croups

- In 2003, male students in Arkansas had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1992 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (33 points). This performance gap was not significantly different from that of 1992 (29 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Arkansas in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (23 points). This performance gap was not significantly different from that of 1998 (25 points).

(NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

- # The estimate rounds to zero.
- --- Reporting standards not met; sample size insufficient to permit a reliable estimate.
- * Significantly different from 2003.

 \$\forall \text{ Significantly higher than, } \text{ lower than 2002.}

Visil http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress



¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
³ "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.
Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Snapshot Raport

NOTE 2000-150840

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for California

- In 2003, the average scale score for fourth-grade students in California was 206. This was not found to be significantly different¹ from the average score in 2002 (206), and was not found to be significantly different from the average score in 1992 (202).
- California's average score (206) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in California were higher than those in 1 jurisdiction, not significantly different from those in 7 jurisdictions, and lower than those in 44 jurisdictions.
- The percentage of students in California who performed at or above the NAEP Proficient level was 21 percent in 2003. This percentage was not found to be significantly different from 2002 (21 percent), and was not found to be significantly different from 1992 (19 percent).

aliforaia (Public)				
199211	- 153		28	16 4
1994 ^{ft}	p.p		27	14 3*
1998	593	36.	28	≈ %16 ≈ 4
2002	80		29	17 4
2003	. 50	. 64.5	28	16 \$
ation (Public)				
2003	(1)		32	23 77
	Percentage bel	0:	1 02-	Percentage at <i>Proficient</i> and

Accommodations were not permitted for this assessment.

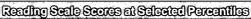
NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

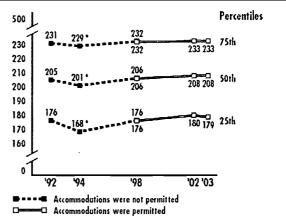
	Percentage Average		Percentage of students at				
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced	
Male	50 ↓	202	54	28	14	4	
Female	50 1	209	47	29	18	6	
White	34	224	31	34	26	9	
Black	8	193	63	26	9	1	
Hispanic	47	191	67	24	8	1	
Asian/Pacific Islander	10	224	32	32	25	12	
American Indian/Alaska Native	#						
Free/reduced-price school lunch							
Eligible	50	191	67	24	9	1	
Not eligible	46	222	33	33	25	9	

Average Score Caps Batween Salected Groups

- In 2003, male students in California had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (9 points).
- In 2003, White students had an average score that was higher than that of Black students (31 points). This performance gap was not significantly different from that of 1992 (36 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (33 points). This performance gap was not significantly different from that of 1992 (37 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (31 points). This performance gap was not significantly different from that of 1998 (36 points).

(NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.





An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

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[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

Significantly different from 2003.

[†] Significantly higher than, ‡ lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

Colorado Grade 4

Snapshot Raport

NGFS 2009-467694

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Colorado

- In 2003, the average scale score for fourth-grade students in Colorado was 224. This was not found to be significantly different¹ from the average score in 1998 (220), and was higher than the average score in 1992 (217).
- Colorado's average score (224) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Colorado were higher than those in 27 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 3 jurisdictions.
- The percentage of students in Colorado who performed at or above the NAEP Proficient level was 37 percent in 2003. This percentage was not found to be significantly different from 1998 (33 percent), and was greater than that in 1992 (25 percent).

iolorado (Publi	c)		
1992 ⁿ	ESP .	38'	2150 4
1994 ⁿ [Пo	31	22* 65
1998	8B.s.	35	. #26 · £ 65
2003	81	33	28 0
lation (Public)			
2003		32	23 7
	Percentage below Bas	k and at Bask	Percentage at Proficient and

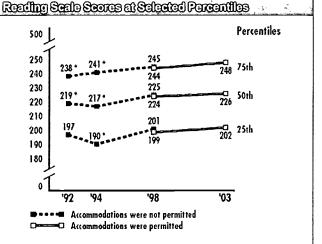
(1) Accommodations were not permitted for this assessment.

NOTE: The NATP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

Performence of NAEP Reporting	eroups in Golorado)			alian kananan	
	Percentage	Average	P	ercentage	of students at	
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	51	220	33	34	25	7
Female	49	227	28	31	30	11
White	67	232 ↑	22	33	33	12 1
Black	5	208	46	36	17	1
Hispanic	23 †	205	52	30	15	3
Asian/Pacific Islander	3	225	31	36	24	9
American Indian/Alaska Native	1			-		
Free/reduced-price school lunch				***************************************		
Eligible	30	207 1	49	32	17	3
Not eligible	69	231 ↑	22	33	33	12 ↑

Average Score Caps Batween Selected Groups

- In 2003, male students in Colorado had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (23 points). This performance gap was not significantly different from that of 1992 (21 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (27 points). This performance gap was wider than that of 1992 (20 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (25 points). This performance gap was not significantly different from that of 1998 (26 points).



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003.

† Significantly higher than, 1 lower than 1998.



¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

Connecticut
Grade 4

Snapshot Raport

RCE3 2002-493074

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Connecticut

- In 2003, the average scale score for fourth-grade students in Connecticut was 228. This was not found to be significantly different¹ from the average score in 2002 (229), and was higher than the average score in 1992 (222).
- Connecticut's average score (228) in 2003 was higher than that
 of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Connecticut were higher than those in 48 jurisdictions, and not significantly different from those in 4 jurisdictions.
- The percentage of students in Connecticut who performed at or above the NAEP Proficient level was 43 percent in 2003. This percentage was not found to be significantly different from 2002 (43 percent), and was greater than that in 1992 (34 percent).

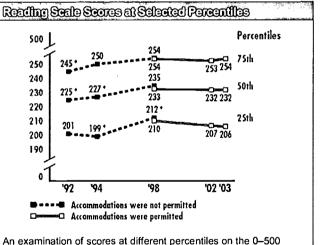
onnecticut (Public)		
1992 ⁷³ [ภาง	35*	27 6
1994 ²⁸		30	27
1998	7.24	33	32
2002	24	32	31 125
2003	26	31	30 135
ation (Public)			
2003	8	32	23 7/
P	ercentage below <i>Basi</i> i	and at Basic	Percentage at <i>Proficient</i> and
			Advanced licient 🗖 Advanced

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lawer; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

Performance of NASP Reporting G	roups in Connection	ıî					
	Percentage	Percentage Average		Percentage of students at			
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced	
Male	50	224	30	32	29	10	
Female	50	232	23	30	31	15	
White	69	238	16	31	37	17	
Black	14	201	54	34	11	1	
Hispanic	14	206	51	31	15	3	
Asian/Pacific Islander	3	231	26	30	30	14	
American Indian/Alaska Native	#						
Free/reduced-price school lunch	AND						
Eligible	30	205	50	32	15	3	
Not eligible	67	238	16	31	37	17	

Average Score Caps Between Selected Groups

- In 2003, male students in Connecticut had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1992 (5 points).
- In 2003, White students had an average score that was higher than that of Black students (37 points). This performance gap was not significantly different from that of 1992 (34 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (33 points). This performance gap was not significantly different from that of 1992 (43 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (33 points). This performance gap was not significantly different from that of 1998 (35 points).



NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

Significantly different from 2003.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. ² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

1 Significantly higher than, 1 lower than 2002.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.



DDESS Grade 4 Public Schools

Snepshot Report

(1956 2000±050000)

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for DDESS

- In 2003, the average scale score for fourth-grade students in DDESS was 223. This was not found to be significantly different¹ from the average score in 2002 (225), and was higher than the average score in 1998 (219).
- DoDEA/DDESS' average score (223) in 2003 was higher than that of the nation's public schools (216).
- o Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in DDESS were higher than those in 27 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 3 jurisdictions.
- The percentage of students in DoDEA/DDESS who performed at or above the NAEP Proficient level was 35 percent in 2003. This percentage was not found to be significantly different from 2002 (34 percent), and was not found to be significantly different from 1998 (32 percent).

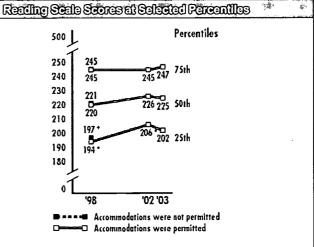
	නාකලමක්	inalepación	feverment/Levels
DDESS (Public)			
1998	an P	31	≈ ≈ 23
2002	27	39*	₩ * 27 · · · · 6
2003	81	34	26
Nation (Public)			
2003	89	32	23
P	ercentage below	Basic and at Basic	Percentage at Proficient and Advanced
m l	elow <i>Basic</i>	□ Basic □ Pro	Advanced oficient 🖾 Advanced

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

Performance of NASP Reporting	Groups in DDESS	31			2. 2.	
	Percentage	Average	Р	ercentage	of students at	
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	51	218↓	37 ↑	36	22	6
Female	49	229	25	33	29	12
White	47 1	232	22	34	32	12
Black	27	213	43	36	18	3
Hispanic	18 🕇	216	41	34	19	6
Asian/Pacific Islander	3					
American Indian/Alaska Native	1					
Free/reduced-price school lunch		**************************************		······································		
Eligible	37 ↑	217	36	39	20	5
Not eligible	54 ↑	227	29 1	32	29	11

Avanago Secto Gapa Delivern Selected Groups

- In 2003, male students in DoDEA/DDESS had an average score that was lower than that of female students (12 points).
 This performance gap was not significantly different from that of 1998 (9 points).
- In 2003, White students had an average score that was higher than that of Black students (19 points). This performance gap was not significantly different from that of 1998 (19 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (16 points). This performance gap was not significantly different from that of 1998 (14 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (9 points). This performance gap was not significantly different from that of 1998 (13 points).



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

(NAEP), 1998, 2002, and 2003 Reading Assessments.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from 2003.

¹ Significantly higher than, 1 lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.
Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

Snapshot Raport

0XGFS 20004-0500000

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for DoDDS

- In 2003, the average scale score for fourth-grade students in DoDDS was 225. This was not found to be significantly different¹ from the average score in 2002 (224), and was higher than the average score in 1994 (218).
- DoDEA/DoDDS' average score (225) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in DoDDS were higher than those in 35 jurisdictions, not significantly different from those in 14 jurisdictions, and lower than those in 3 jurisdictions.
- The percentage of students in DoDEA/DoDDS who performed at or above the NAEP Proficient level was 35 percent in 2003. This percentage was not found to be significantly different from 2002 (33 percent), and was greater than that in 1994 (28 percent).

DDS (Public)			
1994 ⁰	ЯP	35	22.
1998 [ESP	35	25
2002	. & 2 20	39	28 6
2003	728	37	27
tion (Public)			
2003	1.020	32	23 7
	Percentage below Basi	k and at Bask	Percentage at Proficient and Advanced

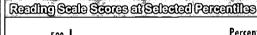
If Accommodations were not permitted for this assessment.

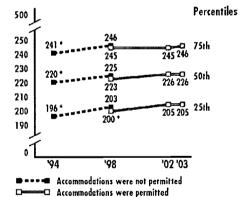
NOTE: The NATP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

Performance of NAEP Reporting	Coops the Dodge						
	Percentage	Average	Percentage of students at				
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced	
Male	51	222	32	36	25	7	
Female	49	228	24	38	28	10	
White	49	230	22	35	32	11	
Black	21 †	215	38	40	19	3	
Hispanic	12 1	220	34	37	22	7	
Asian/Pacific Islander	10	223	30	38	25	7	
American Indian/Alaska Native	1		***				

Average Score Care Derive an Selected Groups

- In 2003, male students in DoDEA/DoDDS had an average score that was lower than that of female students (6 points).
 This performance gap was not significantly different from that of 1994 (10 points).
- In 2003, White students had an average score that was higher than that of Black students (15 points). This performance gap was not significantly different from that of 1994 (18 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (10 points). This performance gap was not significantly different from that of 1994 (10 points).
- Data for free/reduced-price school lunch were not available in DoDDS at grade 4 to compare gaps across assessment years.





An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from 2003.

¹ Significantly higher than, 1 lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. ² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

Delaware Grade 4 Public Schools

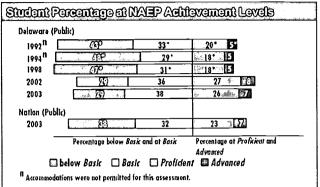
Snapshot Report

maes 2000-490030

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Delaware

- In 2003, the average scale score for fourth-grade students in Delaware was 224. This was not found to be significantly different¹ from the average score in 2002 (224), and was higher than the average score in 1992 (213).
- Delaware's average score (224) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Delaware were higher than those in 33 jurisdictions, not significantly different from those in 16 jurisdictions, and lower than those in 3 jurisdictions.
- The percentage of students in Delaware who performed at or above the NAEP *Proficient* level was 33 percent in 2003. This percentage was not found to be significantly different from 2002 (35 percent), and was greater than that in 1992 (24 percent).

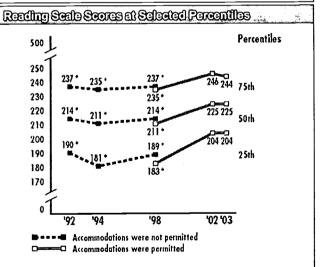


NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Praikient, 238-267; Advanced, 268 or above.

Performence of NATP Reporting (eroups in Delaware	n ville				
	Percentage	Average	Р	ercentage	of students at	
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	49	222	31	39	24	5
Female	51	226	27	37	28	8
White	56	233	18	39	34	10
Black	33	211	46	38	14	2
Hispanic	8 1	209	47	33	17	3
Asian/Pacific Islander	3	238	14	38	36	13
American Indian/Alaska Native	#					
Free/reduced-price school lunch				-,,		And the same of th
Eligible	38	212	44	38	16	2
Not eligible	54 ↓	231	20	39	32	9

Average Score Caps Between Selected Groups

- In 2003, male students in Delaware had an average score that was lower than that of female students (4 points). This performance gap was not significantly different from that of 1992 (8 points).
- In 2003, White students had an average score that was higher than that of Black students (22 points). This performance gap was not significantly different from that of 1992 (26 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Delaware in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was narrower than that of 1998 (30 points).



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

- # The estimate rounds to zero.
- --- Reporting standards not met; sample size insufficient to permit a reliable estimate.
- Significantly different from 2003.
- 1 Significantly higher than, 1 lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. ² "Jurisdictions' includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.



Public Schools

COGES 2009-0500000

Snapshot Raport

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for District of Columbia

- In 2003, the average scale score for fourth-grade students in District of Columbia was 188. This was not found to be significantly different¹ from the average score in 2002 (191), and was not found to be significantly different from the average score in 1992 (188).
- District of Columbia's average score (188) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in District of Columbia were lower than those in 52 jurisdictions.
- The percentage of students in District of Columbia who performed at or above the NAEP Proficient level was 10 percent in 2003. This percentage was not found to be significantly different from 2002 (10 percent), and was not found to be significantly different from 1992 (10 percent).

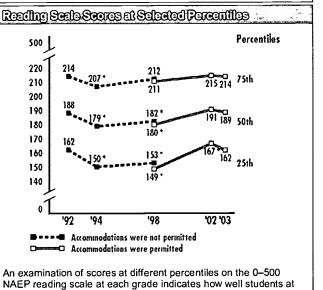
1992 ^B		770)		21	8 2 2
1994	48	7N9	dos]6*	6 2
1998		MP :		17*	8 3
2002		69		22	8 2.
2003	. Also	market .		21	≋8 3
Nation (Public))				
2003			32	!	23 😨 77
•		Percentage below Ba	sk and at B	asic	Percentage at Proficient

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

	Percentage Avera		Pe	ercentage	of students at	
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	49	182	74	18	6	2
Female	51	195	64	23	9	4 1
White	5 1	254	10	20	33	37
Black	85 ↓	184 ↓	73	20	6	1
Hispanic	9 1	187	71	21	6	2
Asian/Pacific Islander	1					
American Indian/Alaska Native	#					
Free/reduced-price school lunch	A CONTRACTOR OF STREET					
Eligible	70 ↓	182	75	19	5	1
Not eligible	25 1	206	52	24	15	9

Average Score Caps Between Selected Groups

- In 2003, male students in District of Columbia had an average score that was lower than that of female students (13 points).
 This performance gap was wider than that of 1992 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (70 points). This performance gap was not significantly different from that of 1992 (62 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (67 points). This performance gap was not significantly different from that of 1992 (57 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was narrower than that of 1998 (42 points).



lower, middle, and higher levels of the distribution performed.

- # The estimate rounds to zero.
- --- Reporting standards not met; sample size insufficient to permit a reliable estimate.
- * Significantly different from 2003.
- 1 Significantly higher than, 1 lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.
Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.



Snapshot Raport

CORREST SOURCE SOURCE

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Florida

- In 2003, the average scale score for fourth-grade students in Florida was 218. This was higher¹ than the average score in 2002 (214), and was higher than the average score in 1992 (208).
- Florida's average score (218) in 2003 was not found to be significantly different from that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Florida were higher than those in 14 jurisdictions, not significantly different from those in 18 jurisdictions, and lower than those in 20 jurisdictions.
- The percentage of students in Florida who performed at or above the NAEP Proficient level was 32 percent in 2003. This percentage was greater than that in 2002 (27 percent), and was greater than that in 1992 (21 percent).

ida (Public)			
99211	CFP0	31	≥ 18°₩ 3°
994 th 🔚	gp.	78"	7. 5
998	m	31	18* 4
002 [(0) ∗	33	22 35
003	XIII or	31	24 8
on (Public)			
003		32	23 7
_	Percentage below Basi	k and at Bask	Percentage at <i>Proficient</i> and Advanced

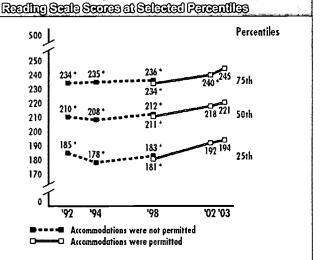
Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Prolkient, 238-267; Advanced, 268 or above.

	Percentage	Average	P	ercentage		
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	51	214	42	30	22	6
Female	49	222	33	33	25	9
White	51	229	25	33	31	11
Black	23	198	60	27	11	2
Hispanic	21	211	45	31	19	5
Asian/Pacific Islander	2	233	21	35	29	15
American Indian/Alaska Native	#				***	
Free/reduced-price school lunch						
Eligible	48 l	205	51	30	15	3
Not eligible	50 1	231	23	32	32	12

Average Score Caps Detween Selected Croups

- In 2003, male students in Florida had an average score that was lower than that of female students (9 points). This performance gap was not significantly different from that of 1992 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (31 points). This performance gap was not significantly different from that of 1992 (33 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (18 points). This performance gap was not significantly different from that of 1992 (15 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (26 points). This performance gap was not significantly different from that of 1998 (29 points).



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

- # The estimate rounds to zero.
- --- Reporting standards not met; sample size insufficient to permit a reliable estimate.
- * Significantly different from 2003.
- 1 Significantly higher than, 1 lower than 2002.



¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.
Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

Georgia Grade 4 Public Schools

Troges todagens

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The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Georgia

- In 2003, the average scale score for fourth-grade students in Georgia was 214. This was not found to be significantly different' from the average score in 2002 (215), and was not found to be significantly different from the average score in 1992 (212).
- Georgia's average score (214) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Georgia were higher than those in 9 jurisdictions, not significantly different from those in 8 jurisdictions, and lower than those in 35 jurisdictions.
- The percentage of students in Georgia who performed at or above the NAEP Proficient level was 27 percent in 2003. This percentage was not found to be significantly different from 2002 (28 percent), and was not found to be significantly different from 1992 (25 percent).

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998 😿 .	M9	30	19 : ₹
002	GI.	31	* 22 (6)
103	01	32	20 (3)
n (Public)			
103	20	32	23 7/
	Percentage below Basic	and at Rasir	Percentage at <i>Proficient</i> and

Accommodations were not permitted for this assessment.

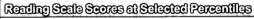
NOTI: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Profixient, 238-267; Advanced, 268 or above.

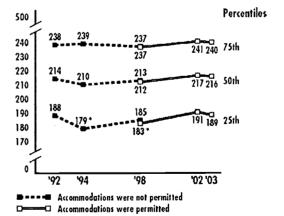
Performance of NAEP Reporting	Compain Coordia		Their San	· Valley	Print Control		
	Percentage	Average	Percentage of students at				
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced	
Male	52	210	45	32	19	5	
Female	48	218	37	33	22	8	
White	51	226	28	34	28	10	
Black	38	199	58	30	11	2	
Hispanic	6	201	52	31	15	3	
Asian/Pacific Islander	2	233	23	34	22	21	
American Indian/Alaska Native	#						
Free/reduced-price school lunch							
Eligible	47	200	57	30	11	2	
Not eligible	46	227	26	34	29	11	

Average Score Caps Between Selected Groups

- In 2003, male students in Georgia had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1992 (5 points).
- In 2003, White students had an average score that was higher than that of Black students (27 points). This performance gap was not significantly different from that of 1992 (28 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Georgia in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (27 points). This performance gap was not significantly different from that of 1998 (32 points).

(NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.





An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from 2003.

¹ Significantly higher than, 1 lower than 2002.

Inoqofi Iodegans 🐣

INGES 2009-950000

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Hewall

- In 2003, the average scale score for fourth-grade students in Hawaii was 208. This was not found to be significantly different¹ from the average score in 2002 (208), and was higher than the average score in 1992 (203).
- Hawaii's average score (208) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Hawaii were higher than those in 2 jurisdictions, not significantly different from those in 8 jurisdictions, and lower than those in 42 jurisdictions.
- The percentage of students in Hawaii who performed at or above the NAEP *Proficient* level was 21 percent in 2003. This percentage was not found to be significantly different from 2002 (21 percent), and was greater than that in 1992 (17 percent).

owaii (Public)			
1992 ^{ti}	SSP.	31	14 🖟 3*
1994 ⁿ	Mp	27 '	15 3 4
1998	× 514	28*	<u>A143</u> 3
2002	G 3**	31	17 · 🛚 🕻
2003	47.	32	17 4 4
ation (Public)			
2003	75.00	32	23
_	Percentage below Basic a	nd at <i>Basi</i> c	Percentage at Proficient and Advanced

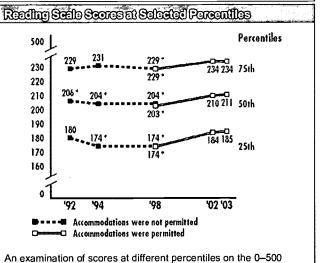
Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Praikient, 238-267; Advanced, 268 or above.

Performance of NASP Reporting	Coups in Haveil		- 4 :	1 /2-		
	Percentage Average		Percentage of students at			
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	51	202	53	30	14	3
Female	49	215	39	35	20	6
White	16	221	32	33	26	9
Black	2	211	42	41	17	1
Hispanic	3	204	47	37	14	2
Asian/Pacific Islander	67	205	50	32	15	3
American Indian/Alaska Native	#					
Free/reduced-price school lunch						
Eligible	48	197	59	28	11	2
Not eligible	51	219	35	36	23	6

Average Score Caps Batween Selected Groups

- In 2003, male students in Hawaii had an average score that was lower than that of female students (13 points). This performance gap was not significantly different from that of 1992 (10 points).
- In 2003, White students had an average score that was higher than that of Black students (10 points). This performance gap was not significantly different from that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (18 points). This performance gap was not significantly different from that of 1992 (19 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of 1998 (27 points).



NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from 2003.

† Significantly higher than, 1 lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. ² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

Idaho Grade 4 Public Schools

Spapshot Report

DECENT 2009-960100

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework; reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Idaho

- In 2003, the average scale score for fourth-grade students in Idaho was 218. This was not found to be significantly different1 from the average score in 2002 (220), and was not found to be significantly different from the average score in 1992 (219).
- Idaho's average score (218) in 2003 was not found to be significantly different from that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Idaho were higher than those in 15 jurisdictions, not significantly different from those in 17 jurisdictions, and lower than those in 20 jurisdictions.
- The percentage of students in Idaho who performed at or above the NAEP Proficient level was 30 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent), and was not found to be significantly different from 1992 (28 percent).

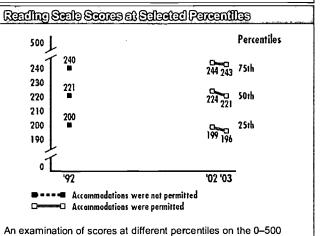
alıo (Publk)			
1992 B	<u> </u>	39*	23 4
2002		35	2: 26
2003	E3	34	24 6
otion (Public)			
2003	भा हो।	32	23 37°
_	Percentage below Ba	iste and at Basic	Percentage at <i>Profident</i> and Advanced

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

	Percentage	Average	P	ercentage	of students at	
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	51	216	38	34	23	5
Female	49	221	33	35	25	7
White	84	222	31	35	26	7
Black	1					
Hispanic	13	199	61	27	11	1
Asian/Pacific Islander	1					
American Indian/Alaska Native	2					
Free/reduced-price school lunch						
Eligible	42	207	48	33	17	3
Not eligible	52	226	27	36	29	9

Average Score Cens Delween Selected Groups

- In 2003, male students in Idaho had an average score that was lower than that of female students (6 points). This performance gap was not significantly different from that of 1992 (4 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Idaho.
- In 2003, White students had an average score that was higher than that of Hispanic students (23 points). This performance gap was not significantly different from that of 1992 (23 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (19 points). This performance gap was not significantly different from that of 2002 (19 points).



NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

Significantly different from 2003.

Significantly higher than, \$\frac{1}{2} lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

2 "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

Illinois Grade 4 Public Schools

Snepshot Report

009ES 2000±1550L4

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Illinois

- In 2003, the average scale score for fourth-grade students in Illinois was 216.
- Illinois' average score (216) in 2003 was not found to be significantly different' from that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Illinois were higher than those in 9 jurisdictions, not significantly different from those in 18 jurisdictions, and lower than those in 25 jurisdictions.
- The percentage of students in Illinois who performed at or above the NAEP Proficient level was 31 percent in 2003. The percentage of students in Illinois who performed at or above the Basic level was 61 percent.

Similar	econtago (EAN SE	PAGM	evenieve	(Clevel)	
Illinois (Public) 2003	30	- 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1	30	23 **	- #8	
Nation (Public) 2003	- เกา		32	23		
2003	Percentage belo	w Bask and a		Percentage	at <i>Proficient</i> and	
	□ below Basic	□ Basic	☐ Pro	Advanced ficient 🖾 .	Advanced	

NOTE: The NAEP reading scale runges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Prolicient, 238-267; Advanced, 268 or above.

Performance of NAEP Reporting Groups in Illinois

(Supposition), research as securious (Supposition)	Percentage	Average		Percentage	of students at	Carrier and an American Control of the Control
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	51	214	41	31	22	6
Female	49	219	37	30	24	9
White	60	228	26	33	30	11
Black	21 1	194	64	26	9	2
Hispanic	16	197	58	27	13	2
Asian/Pacific Islander	2↓	235 1	16 ↓	38	35	11
American Indian/Alaska Native	# L					
Free/reduced-price school lunch		Ann and the manuflesphareness are from the				
Eligible	42	197 ↓	59 ↑	27	12	2
Not eligible	54	232	22	33	33	12

Average Score Caps Between Selected Groups

- In 2003, male students in Illinois had an average score that was lower than that of female students (5 points). This performance gap was not significantly different from that of the Nation (8 points).
- In 2003, White students had an average score that was higher than that of Black students (34 points). This performance gap was not significantly different from that of the Nation (30 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (31 points). This performance gap was not significantly different from that of the Nation (28 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (35 points). This performance gap was wider than that of the Nation (28 points).

Reading Scale Scores at Selected Percentiles

Scale Score Distribution 25th 50th 75th Percentile Percentile Percentile Illinois 191 219 244 Nation (Public) 193 219 243

An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 243, and 75 percent of students in Illinois scored below 244.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.



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[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from Illinois.

¹ Significantly higher than, 1 lower than appropriate subgroup in the nation (public).

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.



Indiana Grade 4 Public Schools

Inoges lodegens

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Indiana

- In 2003, the average scale score for fourth-grade students in Indiana was 220. This was not found to be significantly different1 from the average score in 2002 (222), and was not found to be significantly different from the average score in 1992 (221).
- Indiana's average score (220) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Indiana were higher than those in 18 jurisdictions, not significantly different from those in 26 jurisdictions, and lower than those in 8 jurisdictions.
- The percentage of students in Indiana who performed at or above the NAEP Proficient level was 33 percent in 2003. This percentage was not found to be significantly different from 2002 (33 percent), and was not found to be significantly different from 1992 (30 percent).

liana (Public)			
1992 ⁸	E23	38*	25
1994 B	. 21	33	· 25 2 7
2002	52	34	§ 26 ::: 7/
2003	E .	33	8 25 A B
tion (Public)			
2003	83	32	23 🐔 🔭
Pe	rcentage below Ba	sk ond at Bask	Percentage at Prolicient and

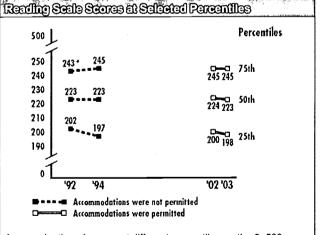
Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

Performence of NAEP Reporting	etemps in incline		erit,	native receipt		
	Percentage	P				
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	49	216	38	34	23	6
Female	51	224	30	33	27	10
White	80	224	29	34	27	9
Black	12	197	62	27	9	2
Hispanic	5	212	42	32	21	5
Asian/Pacific Islander	1					
American Indian/Alaska Native	#					
Free/reduced-price school lunch						
Eligible .	35	205	51	30	15	3
Not eliaible	63	229	25	35	30	10

Average Score Gene Entween Selected Groups

- In 2003, male students in Indiana had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1992 (5 points).
- In 2003, White students had an average score that was higher than that of Black students (28 points). This performance gap was not significantly different from that of 1992 (25 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Indiana in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (23 points). This performance gap was not significantly different from that of 2002 (23 points).



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

¹ Significantly higher than, 1 lower than 2002. Significantly different from 2003.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

2 "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for lowa

- In 2003, the average scale score for fourth-grade students in lowa was 223. This was not found to be significantly different¹ from the average score in 2002 (223), and was not found to be significantly different from the average score in 1992 (225).
- lowa's average score (223) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in lowa were higher than those in 27 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 3 jurisdictions.
- The percentage of students in Iowa who performed at or above the NAEP Proficient level was 35 percent in 2003. This percentage was not found to be significantly different from 2002 (35 percent), and was not found to be significantly different from 1992 (36 percent).

lowa (Public) 1992 ¹¹	97	37	70
1992		34	27
			27
1998	3.63	34	26 7
2002	80	34	28 7/
2003	70	36	28 7
Nation (Public)			
2003	8.8	32	23 7
•	Percentage below Basic a	nd at <i>Basi</i> c	Percentage at <i>Proficient</i> and Advanced

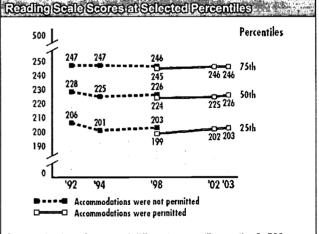
NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

Performance of NAEP Reporting	Groups in lowa	100				interior de la companya de la compan	
	Percentage	Average	Percentage of students at				
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced	
Male	51	220	33	36	26	5	
Female	49	227	26	35	29	9	
White	87	226	26	36	30	8	
Black	5	196	66	26	8	1	
Hispanic	5	205	52	31	16	1	
Asian/Pacific Islander	2						
American Indian/Alaska Native	1						
Free/reduced-price school lunch				***************************************			
Eligible	32	209	47	34	16	2	
Not eligible	67	230	22	36	33	9	

Average Score Gaps Between Selected Groups

- In 2003, male students in lowa had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (30 points). This performance gap was wider than that of 1992 (18 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in lowa in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of 1998 (21 points).

(NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. ¹ "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress



[#] The estimate rounds to zero

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from 2003.

¹ Significantly higher than, 1 lower than 2002.



Kansas Grade 4

Snapshot Report

ROPE ZODOŁOSKE

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Kenses

- In 2003, the average scale score for fourth-grade students in Kansas was 220. This was not found to be significantly different¹ from the average score in 2002 (222), and was not found to be significantly different from the average score in 1998 (221).
- Kansas' average score (220) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Kansas were higher than those in 16 jurisdictions, not significantly different from those in 28 jurisdictions, and lower than those in 8 jurisdictions.
- The percentage of students in Kansas who performed at or above the NAEP Proficient level was 33 percent in 2003. This percentage was not found to be significantly different from 2002 (34 percent), and was not found to be significantly different from 1998 (34 percent).

insas (Public)			
1998	20	36	27
2002	88	34	26 7/
2003	M 84 860	34	** - 25 * - 27
stion (Public)			
2003	# E }#	32	23
Pai	rcentage below Bask	and at Rosic	Percentage at Proficient and

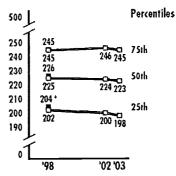
NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

	Percentage	Average	ge Percentage of students at				
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced	
Male	52	216	38	33	23	6	
Female	48	224	29	34	27	9	
White	78	225	29	35	28	9	
Black	10	197	60	26	12	2	
Hispanic	8	207	49	32	16	3	
Asian/Pacific Islander	2						
American Indian/Alaska Native	1						
Free/reduced-price school lunch	`						
Eligible	41	206	49	32	15	3	
Not eligible	58	230	23	34	32	11	

Average Score Caps Between Selected Croups

- In 2003, male students in Kansas had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1998 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (28 points). This performance gap was not significantly different from that of 1998 (30 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (18 points). This performance gap was not significantly different from that of 1998 (25 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (23 points). This performance gap was not significantly different from that of 1998 (23 points).





Accommodations were not permitted

Accommodations were permitted

An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from 2003.

[!] Significantly higher than, ! lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. ² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.

Kentucky Grade 4 Public Schools

Snapshot Report

NGER 2000-400 XXV

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Kentucky

- In 2003, the average scale score for fourth-grade students in Kentucky was 219. This was not found to be significantly different¹ from the average score in 2002 (219), and was higher than the average score in 1992 (213).
- Kentucky's average score (219) in 2003 was not found to be significantly different from that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Kentucky were higher than those in 16 jurisdictions, not significantly different from those in 25 jurisdictions, and lower than those in 11 jurisdictions.
- The percentage of students in Kentucky who performed at or above the NAEP *Proficient* level was 31 percent in 2003. This percentage was not found to be significantly different from 2002 (30 percent), and was greater than that in 1992 (23 percent).

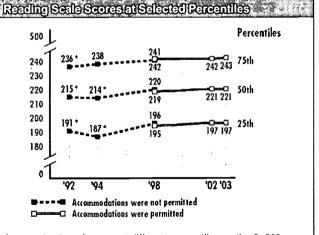
1992 ^{ff}	(n)	35	19* 3*
1994 ⁿ	$\sigma_{\mathcal{P}}$	31	20* 6
1998	28	33	23 6
2002	36	35	23 6
2003	26	34	24 7
Nation (Pub	lic)		
2003	(3)	32	23 7
•	Percentage below Basic a	nd at <i>Basi</i> c	Percentage at <i>Proficient</i> and

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

	Percentage	Average	Percentage of students at				
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced	
Male	49	215	40	33	22	5	
Female	51	223	32	34	26	8	
White	85	221	33	35	26	7	
Black	12	202	56	28	13	2	
Hispanic	1						
Asian/Pacific Islander	1						
American Indian/Alaska Native	#						
Free/reduced-price school lunch							
Eligible	50	209	47	32	18	3	
Not eligible	47	229	24	35	31	10	

Average Score Gaps Between Selected Groups

- In 2003, male students in Kentucky had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (20 points). This performance gap was not significantly different from that of 1992 (18 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Kentucky.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was not significantly different from that of 1998 (21 points).



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from 2003.

¹ Significantly higher than, 1 lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. ² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

Snapshot Raport

COLLEGE SAGO COLLEGE

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Louisiana

- In 2003, the average scale score for fourth-grade students in Louisiana was 205. This was not found to be significantly different from the average score in 2002 (207), and was not found to be significantly different from the average score in 1992 (204).
- Louisiana's average score (205) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Louisiana were higher than those in 1 jurisdiction, not significantly different from those in 6 jurisdictions, and lower than those in 45 jurisdictions.
- The percentage of students in Louisiana who performed at or above the NAEP Proficient level was 20 percent in 2003. This percentage was not found to be significantly different from 2002 (20 percent), and was greater than that in 1992 (15 percent).

uisiana (Publ	lk)			
1992 D		KI)	31	33. 2°
1994 B	9 AW 29 .	mp	26*	*12° 2
1998		89	27	-14 3
2002	8° :	50	30	≥≥16 24
2003	ξ.	5 1	29	16 4
ıtion (Public)				
2003		89	32	≥== 23 27
	Per	cestage below B	asic and at Basic	Percentage at <i>Proficient</i> and Advanced

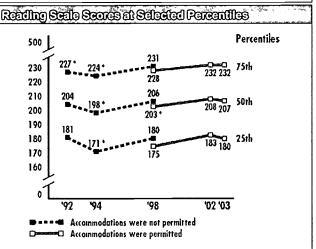
Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

Performance of NAEP Reporting (enciety of square					
	Percentage	Average	Р			
Reporting groups	of students	Score	Below <i>Basic</i>	Basic	Proficient	Advanced
Male	52	200	56	27	14	3
Female	48	210	46	31	18	4
White	44	223	30	37	26	7
Black	53	189	70	22	7	1
Hispanic	1					
Asian/Pacific Islander	1					
American Indian/Alaska Native	1					
Free/reduced-price school lunch						
Eligible	63	195	62	26	10	1
Not eligible	33	224	30	34	28	8

Average Score Cares Detween Selected Croups

- In 2003, male students in Louisiana had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (35 points). This performance gap was wider than that of 1992 (26 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Louisiana.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (29 points). This performance gap was not significantly different from that of 1998 (32 points).



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

2 "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.
Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from 2003.

1 Significantly higher than, 1 lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. ² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

Sucpedol Ropor(responsible responsible

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Maine

- In 2003, the average scale score for fourth-grade students in Maine was 224. This was not found to be significantly different1 from the average score in 2002 (225), and was lower than the average score in 1992 (227).
- Maine's average score (224) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Maine were higher than those in 31 jurisdictions, not significantly different from those in 18 jurisdictions, and lower than those in 3 jurisdictions.
- The percentage of students in Maine who performed at or above the NAEP Proficient level was 36 percent in 2003. This percentage was not found to be significantly different from 2002 (35 percent), and was not found to be significantly different from 1992 (36 percent).

Vaine (Public)			
1992 ⁸¹	215	39*	30 💽
1994 ⁿ	np .	35	31 10
1998	-5.08	36	28 7
2002	80	37	28
2003	99	35	28 [3]
Nation (Public)			
2003	(3)	32	23 7
	Percentage below Basic (and at Bosk	Percentage at Prolicient and Advanced

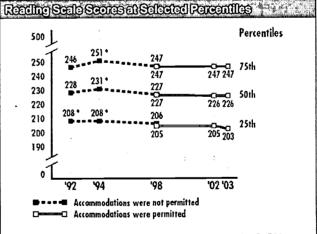
Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

	Percentage	Average	ge Percentage of students at				
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced	
Male	51	221	32	36	25	7	
Female	49	226	27	34	30	9	
White	95	224	29	35	28	8	
Black	2						
Hispanic	1						
Asian/Pacific Islander	1						
American Indian/Alaska Native	1		/				
Free/reduced-price school lunch	***************************************						
Eligible	33	213	43	34	20	4	
Not eligible	65	230	23	35	32	10	

Average Score Gaps Between Selected Groups

- In 2003, male students in Maine had an average score that was lower than that of female students (5 points). This performance gap was not significantly different from that of 1992 (4 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Maine.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Maine.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (17 points). This performance gap was not significantly different from that of 1998 (15 points).



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.



[#] The estimate rounds to zero

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

Significantly different from 2003.

Significantly higher than, I lower than 2002.

Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

2 "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Brepshol Report

RCES 2000-4501/04

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overell Reading Results for Manyland

- In 2003, the average scale score for fourth-grade students in Maryland was 219. This was not found to be significantly different¹ from the average score in 2002 (217), and was higher than the average score in 1992 (211).
- Maryland's average score (219) in 2003 was not found to be significantly different from that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Maryland were higher than those in 15 jurisdictions, not significantly different from those in 23 jurisdictions, and lower than those in 14 jurisdictions.
- The percentage of students in Maryland who performed at or above the NAEP *Proficient* level was 32 percent in 2003. This percentage was not found to be significantly different from 2002 (30 percent), and was greater than that in 1992 (24 percent).

Noryland (Publi	K)		
1992	<u> </u>	33	₹ 20* 4*
1994 n	<i>3</i> 9°	29	20 7
1998	42	31	21 35
2002	. 83	32	22 27
2003	89	30	23 2
lation (Public)			
2003	1783	32	23 7
	Percentage below Basic a	nd at Basic	Percentage at <i>Proficient</i> and

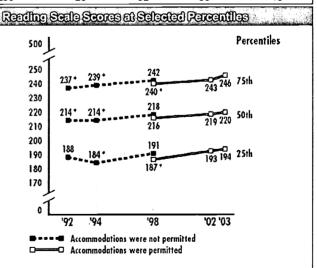
Accompodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Prolkient, 238-267; Advanced, 268 or above.

Performance of NASP Reporting (Groups in Maryland				ero de de		
	Percentage	Average	Percentage of students at				
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced	
Male	50	215	• 42	29	21	8	
Female	50	222	34	31	26	10	
White	52	231	24	32	31	13	
Black	37	200	59	28	12	2	
Hispanic	5	209	48	28	20	3	
Asian/Pacific Islander	5	237	20	28	33	18	
American Indian/Alaska Native	#						
Free/reduced-price school lunch			······································	***************************************		······································	
Eligible	34	199	60	27	12	2	
Not eligible	61	230	26	32	30	13	

Average Score Caps Between Selected Groups

- In 2003, male students in Maryland had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (9 points).
- In 2003, White students had an average score that was higher than that of Black students (31 points). This performance gap was not significantly different from that of 1992 (29 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (22 points). This performance gap was not significantly different from that of 1992 (24 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (31 points). This performance gap was not significantly different from that of 1998 (30 points).



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size Insufficient to permit a reliable estimate.

^{*} Significantly different from 2003.

¹ Significantly higher than, 1 lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
²¹Jurisdictions¹ includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.
Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

Massachusetts Grade 4

Snapshot Report

CONTREPRODUCE GERNA

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overell Reading Results for Massachusetts

- In 2003, the average scale score for fourth-grade students in Massachusetts was 228. This was lower¹ than the average score in 2002 (234), and was not found to be significantly different from the average score in 1992 (226).
- Massachusetts' average score (228) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Massachusetts were higher than those in 48 jurisdictions, and not significantly different from those in 4 jurisdictions.
- The percentage of students in Massachusetts who performed at or above the NAEP Proficient level was 40 percent in 2003. This percentage was smaller than that in 2002 (47 percent), and was not found to be significantly different from 1992 (36 percent).

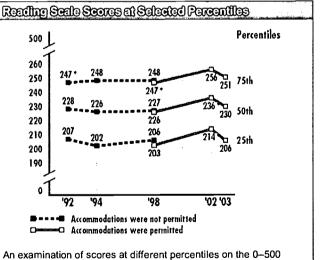
	E-STATE OF THE STATE OF THE STA			- m
1992 ¹¹	- 20 I	38*	* 29°	TA .
1994 ⁿ	80	34	28	8
1998	80)	35	28	8*
2002	mp	33	34*	13
2003	W W	33	30	10
lation (Public)	_			
2003 [32	23	87 8
	Percentage below Basic		Advanced	Proficient and
_	were not permitted for			

Proficient, 238-267; Advanced, 268 or above.

	Percentage	Average	P	Percentage of students at		
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	53 ↑	225 🌡	29 1	33	29	8
Female	47 ↓	231 🌡	24 1	33	30	13
White	74	234 1	19 1	33	35	13
Black	10	207	50	35	13	2
Hispanic	11	202	57	28	13	2
Asian/Pacific Islander	4	229	26	34	27	13
American Indian/Alaska Native	#					
Free/reduced-price school lunch				**************************************		
Eligible	29	210	47	34	17	3
Not eligible	62	236 ↓	17 🕇	32	37	14

Avergre Score Caps Between Selected Croups

- In 2003, male students in Massachusetts had an average score that was lower than that of female students (5 points). This performance gap was not significantly different from that of 1992 (2 points).
- In 2003, White students had an average score that was higher than that of Black students (27 points). This performance gap was not significantly different from that of 1992 (26 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (32 points). This performance gap was not significantly different from that of 1992 (34 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (26 points). This performance gap was not significantly different from that of 1998 (28 points).



NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
* Significantly different from 2003.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

Significantly higher than, 1 lower than 2002.



¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.
Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

Michigan Grade 4

Snapshot Report

NEES SOOTEONS

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overell Reading Results for Michigan

- In 2003, the average scale score for fourth-grade students in Michigan was 219. This was not found to be significantly different¹ from the average score in 2002 (219), and was not found to be significantly different from the average score in 1992 (216).
- Michigan's average score (219) in 2003 was not found to be significantly different from that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Michigan were higher than those in 16 jurisdictions, not significantly different from those in 21 jurisdictions, and lower than those in 15 jurisdictions.
- The percentage of students in Michigan who performed at or above the NAEP Proficient level was 32 percent in 2003. This percentage was not found to be significantly different from 2002 (30 percent), and was greater than that in 1992 (26 percent).

ldılgan (Pub	lic)		
1992 ⁿ	2 11	36*	22
1998	88	34	23 5
2002		35	£ 24 £6
2003	E S	32	25 7
tion (Public)		
2003	* B *	32	23 7
-	Percentage below Bask t	and at Bask	Percentage at Proficient and Advanced

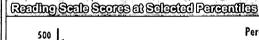
Accommodutions were not permitted for this assessment.

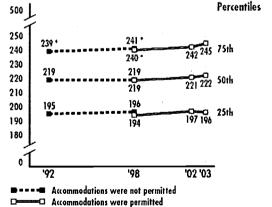
NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

	Percentage	Average	Percentage of students at			
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	49	216	39	31	23	6
Female	51	222	33	33	26	8
White	71	228	25	35	31	9
Black	21	189	70	21	. 7	1
Hispanic	5	205	52	32	12	3
Asian/Pacific Islander	2	232	25	24	35	16
American Indian/Alaska Native	1					
Free/reduced-price school lunch						
Eligible	36	201	57	27	13	3
Not eligible	63	229	24	35	31	10

Average Score Caps Detween Salected Croups

- In 2003, male students in Michigan had an average score that was lower than that of female students (6 points). This performance gap was not significantly different from that of 1992 (4 points).
- In 2003, White students had an average score that was higher than that of Black students (40 points). This performance gap was not significantly different from that of 1992 (35 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Michigan in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (29 points). This performance gap was not significantly different from that of 1998 (24 points).





An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

Significantly different from 2003.

1 Significantly higher than, 1 lower than 2002.



[#] The estimate rounds to zero.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress



Minnesota Grade 4 **Public Schools**

Saspedot Report

OLEGES 2002HERSTATUS

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Minnesota

- In 2003, the average scale score for fourth-grade students in Minnesota was 223. This was not found to be significantly different1 from the average score in 2002 (225), and was not found to be significantly different from the average score in 1992 (221).
- Minnesota's average score (223) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Minnesota were higher than those in 26 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students in Minnesota who performed at or above the NAEP Proficient level was 37 percent in 2003. This percentage was not found to be significantly different from 2002 (37 percent), and was greater than that in 1992 (31 percent).

1992 ^D	82	37*	26	6
1994 ⁿ	833	33	25.	7
1998	88 /	32	27a	· 8 ·
2002	970	36*	#29	7
2003	, 2 1	32	28	Ø 9
n (Public)				
2003	88	32	23	7.
Perc	entage below <i>Basi</i> a	and at Basic	Percentage a Advasced	t <i>Proficient</i> and

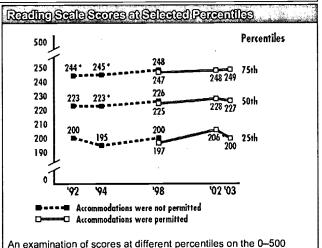
Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

	Percentage	Average	Percentage of students at			
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	51	216 ↓	37 1	31	25	6
Female	49	229	25	32	32	12
White	81	229	24	33	32	11
Black	8	194	62	25	12	2
Hispanic	4	195	64	20	12	4
Asian/Pacific Islander	6	197 ↓	63 ↑	22	12	3
American Indian/Alaska Native	1					***
Free/reduced-price school lunch						
Eligible	29	203 ↓	52 ↑	29	16 ↓	3
Not eligible	71 1	231	23	33	33	11

Average Score Gaps Between Selected Groups

- In 2003, male students in Minnesota had an average score that was lower than that of female students (13 points). This performance gap was wider than that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (35 points). This performance gap was not significantly different from that of 1992 (34 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Minnesota in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (27 points). This performance gap was not significantly different from that of 1998 (30 points).



NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.

- --- Reporting standards not met; sample size insufficient to permit a reliable estimate.
- * Significantly different from 2003.

! Significantly higher than, I lower than 2002.

1 Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

2 "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.



Mississippi Grade 4 Public Schools

Snapshot Report

DEER SOOKLAGEINEN

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overell Reading Results for Mississippi

- In 2003, the average scale score for fourth-grade students in Mississippi was 205. This was not found to be significantly different¹ from the average score in 2002 (203), and was higher than the average score in 1992 (199).
- Mississippi's average score (205) in 2003 was lower than that
 of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Mississippi were higher than those in 1 jurisdiction, not significantly different from those in 7 jurisdictions, and lower than those in 44 jurisdictions.
- The percentage of students in Mississippi who performed at or above the NAEP Proficient level was 18 percent in 2003. This percentage was not found to be significantly different from 2002 (16 percent), and was greater than that in 1992 (14 percent).

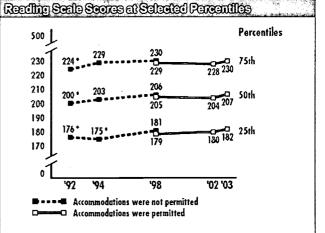
1992 ⁿ	(Public)	ഞ	32. 1	28	12: 2
1994		पुर	- V	27	<u> </u>
1994		130		30	14 2 3
2002	.3894	533	W.	30	13 Z
2003		51	*	30	15 3
lation (Pub	lic				
2003			837	32	23 * 72
		ercentane b	elow Basir at	d at Basic	Percentage at <i>Proficient</i> and

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

	Percentage	Average	P	of students at	dents at		
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced	
Male	52	202	55	28	14	2	
Female	48	209	48	32	16	4	
White	45	221	33	37	25	6	
Black	53	192	67	25	7	1	
Hispanic	1						
Asian/Pacific Islander	1						
American Indian/Alaska Native	#						
Free/reduced-price school lunch							
Eligible	66	197	62	27	9	1	
Not eligible	28	226	28	37	28	7	

Average Score Caps Detween Selected Croups

- In 2003, male students in Mississippi had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (29 points). This performance gap was not significantly different from that of 1992 (31 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Mississippi.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (29 points). This performance gap was not significantly different from that of 1998 (26 points).



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from 2003,

¹ Significantly higher than 1 lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. ² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

Missouri Grade 4 Public Schools

Snapshot Raport

DOGES 20021203TM6V

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overell Reading Results for Missouri

- In 2003, the average scale score for fourth-grade students in Missouri was 222. This was not found to be significantly different' from the average score in 2002 (220), and was not found to be significantly different from the average score in 1992 (220)
- Missouri's average score (222) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Missouri were higher than those in 21 jurisdictions, not significantly different from those in 27 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students in Missouri who performed at or above the NAEP Proficient level was 34 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent), and was greater than that in 1992 (30 percent).

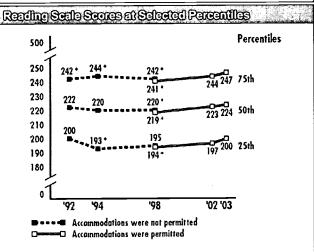
1992	7 88	37.	24	6.
1994 E	ബ്ര	31	23	17
1998	അ	33	23*	53
2002	83	34	25_	7
2003	89	34	26	#B
ition (Public)				
2003	23 T	32	23	.7
	Percentage below <i>Basi</i> c	and at Basic	Percentage Advanced	at <i>Proficient</i> and

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Profilent, 238-267; Advanced, 268 or above.

	Percentage	Average	Percentage of students at				
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced	
Male	50	219	35	34	24	7	
Female	50	226	29	34	28	10	
White	78	227	27	34	29	9	
Black	18	203	54	32	13	1	
Hispanic	3	218	3 9	31	22	8	
Asian/Pacific Islander	1						
American Indian/Alaska Native	#						
Free/reduced-price school lunch							
Eligible	39	208	48	33	16	3	
Not eligible	56	232	22	34	33	11	

Avarage Score Cares Between Selected Croups

- In 2003, male students in Missouri had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (5 points).
- o In 2003, White students had an average score that was higher than that of Black students (24 points). This performance gap was not significantly different from that of 1992 (30 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Missouri in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 1998 (22 points).



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.



[#] The estimate rounds to zero.

⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

 $[\]ensuremath{\uparrow}$ Significantly higher than, $\ensuremath{\downarrow}$ lower than 2002. Significantly different from 2003.

Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

2 "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.



Montana Grade 4 Public Schools

Suapshol Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overell Reading Results for Montana

- In 2003, the average scale score for fourth-grade students in Montana was 223. This was not found to be significantly different' from the average score in 2002 (224), and was not found to be significantly different from the average score in 1994 (222).
- Montana's average score (223) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Montana were higher than those in 26 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students in Montana who performed at or above the NAEP Proficient level was 35 percent in 2003. This percentage was not found to be significantly different from 2002 (36 percent), and was not found to be significantly different from 1994 (35 percent).

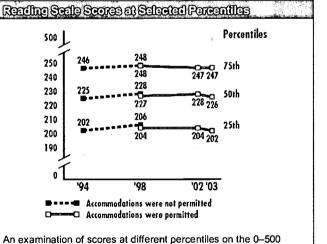
\ontana (Publi	ι)		
3994 ^m	37 8	34	28 7
1998	28	35	29 8
2002	29	35	
2003	3)	34	27 8
ation (Public)			,
2003	88 %	32	23 7
•	Percentage below Bask a	nd at <i>Bask</i>	Percestage at Proficient and Advanced

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

Performance of NAEP Reporting	Groups in Montana					
·	Percentage	Average	P	Percentage of students at		
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	51	218	35	35	24	6
Female	49	228	26	34	30	10
White	85	227	26	36	29	9
Black	1					
Hispanic	2					
Asian/Pacific Islander	1					
American Indian/Alaska Native	11	195 ↓	62 1	23 ↓	13	2
Free/reduced-price school lunch						
Eligible	36	208	47	33	17	3
Not eligible	58	232	20	35	33	11

Average Score Cares Detween Scheded Groups

- In 2003, male students in Montana had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1994 (9 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Montana.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Montana.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 1998 (21 points).



NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from 2003. 1 Significantly higher than, 1 lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

Nebraska Grade 4 Public Schools

Snapshot Report

NOTE 2009 SIGNED

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Nebreske

- In 2003, the average scale score for fourth-grade students in Nebraska was 221. This was not found to be significantly different1 from the average score in 2002 (222), and was not found to be significantly different from the average score in 1992 (221).
- Nebraska's average score (221) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Nebraska were higher than those in 18 jurisdictions, not significantly different from those in 26 jurisdictions, and lower than those in 8 jurisdictions.
- . The percentage of students in Nebraska who performed at or above the NAEP Proficient level was 32 percent in 2003. This percentage was not found to be significantly different from 2002 (34 percent), and was not found to be significantly different from 1992 (31 percent).

rasko (Publik)			
1992 n	E 73.	38	.‰ 25 A€
1994 ^m [80	32	26 8
2002	33	34	26 8
2003	28	34	24 8
on (Public)			
2003		32	23. 7
P	ercentage below	Bask and at Bask	Perceptage at <i>Proficient</i> and

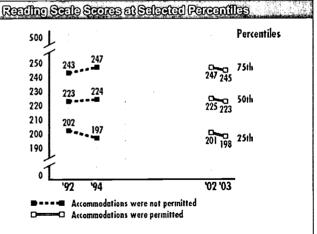
Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

Performence of NAEP Reporting (stoups un Nebraska					
	Percentage	Average	P	ercentage	of students at	
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	49	218	37	33	23	7
Female	51	223	31	35	26	9
White	81	225	29	35	27	9
Black	6	203	53	30	14	3
Hispanic	9	202	56	30	12	2
Asian/Pacific Islander	1		***			
American Indian/Alaska Native	2					
Free/reduced-price school lunch						
Eligible	34	207	48	32	16	3
Not eligible	59	229	25	35	29	11

Average Score Gros Delween Selected Groups

- In 2003, male students in Nebraska had an average score that was lower than that of female students (5 points). This performance gap was not significantly different from that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (21 points). This performance gap was not significantly different from that of 1992 (28 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (23 points). This performance gap was not significantly different from that of 1992 (19 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of 2002 (22 points).



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 2002, and 2003 Reading Assessments.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met, sample size insufficient to permit a reliable estimate.

^{*} Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. 2 "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.

Snepshot Report

MOES 2009-193999

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Nevada

- In 2003, the average scale score for fourth-grade students in Nevada was 207. This was not found to be significantly different¹ from the average score in 2002 (209), and was not found to be significantly different from the average score in 1998 (206).
- Nevada's average score (207) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Nevada were higher than those in 1 jurisdiction, not significantly different from those in 7 jurisdictions, and lower than those in 44 jurisdictions.
- The percentage of students in Nevada who performed at or above the NAEP Proficient level was 20 percent in 2003. This percentage was not found to be significantly different from 2002 (21 percent), and was not found to be significantly different from 1998 (20 percent).

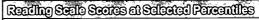
	mtPercentage at NA		
levado	a (Public)		
1998	.). A9	31	5/16 Z
2002	(46)	33	√√18 [∞] 3
2003	48	32	17_3
lation	(Public)		
2003	23	32	23 7
	Percentage below Bask a	nd at <i>Basic</i>	Percentage at Proficient and Advanced
	🗆 below Basic 🗀 Basic	Denticions	El Advanced

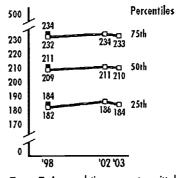
NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

Performance of MAIP Reporting	dowell all equote				4 %	A.	
	Percentage	Average	Percentage of students at				
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced	
Male	50	202	54	30	14	2	
Female	50	211	42	33	20	4	
White	54	217	37	36	22	5	
Black	10	193	63	27	9	1	
Hispanic	28	192	64	25	10	1	
Asian/Pacific Islander	6	214	41	38	19	3	
American Indian/Alaska Native	2	190	66	22	12	#	
Free/reduced-price school lunch						······································	
Eligible	41	192	65	26	9	1	
Not eligible	54	218	36	36	23	5	

Average Score Gaps Between Scledted Groups

- In 2003, male students in Nevada had an average score that was lower than that of female students (9 points). This performance gap was not significantly different from that of 1998 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1998 (30 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (25 points). This performance gap was not significantly different from that of 1998 (25 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (25 points). This performance gap was not significantly different from that of 1998 (25 points).





Accommodations were not permitted

Accommodations were permitted

An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.



[#] The estimate rounds to zero.

^{*} Significantly different from 2003.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

¹ Significantly higher than, 1 lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

Public Schools

Snapshot Raport

COGES 2009-299NHO

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for New Hampshire

- In 2003, the average scale score for fourth-grade students in New Hampshire was 228. This was not found to be significantly different1 from the average score in 1998 (226), and was not found to be significantly different from the average score in 1992 (228)
- New Hampshire's average score (228) in 2003 was higher than that of the nation's public schools (216).
- o Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in New Hampshire were higher than those in 48 jurisdictions, and not significantly different from those in 4 jurisdictions.
- The percentage of students in New Hampshire who performed at or above the NAEP Proficient level was 40 percent in 2003. This percentage was not found to be significantly different from 1998 (37 percent), and was not found to be significantly different from 1992 (38 percent).

38	
1 30	30 🔞
34	* 28
37	29
35	30 × 10
32	23 72
Bask and at Bosk	Percestage at Proficient and Advanced
	37 35 32

Accommodations were not permitted for this assessment.

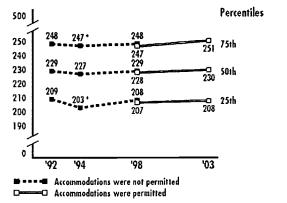
NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

Performance of NAEP Reporting Q	egmet well at egwo	odbo endid	The second secon	70 199	eracine Tri	We have
	Percentage	Average Score	Percentage of students at			
Reporting groups	of students		Below Basic	Basic	Proficient	Advanced
Male	50	224	29	37	28	7
Female	50	232	22	33	33	12
White	. 94	229	24	35	31	10
Black	2					
Hispanic	2	206	52	29	15	3
Asian/Pacific Islander	1					
American Indian/Alaska Native	#					
Free/reduced-price school lunch		**************************************			······································	
Eligible	17	206	49	32	16	2
Not eligible	73	233	20	35	34	11

Average Score Caps Between Selected Groups

- In 2003, male students in New Hampshire had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1992 (7 points).
- o The sample size was not sufficient to permit a reliable estimate for Black students in New Hampshire.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in New Hampshire in 1992.
- o In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (26 points). This performance gap was not significantly different from that of 1998 (19 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

(NAEP), 1992, 1994, 1998, and 2003 Reading Assessments.

Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rales for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

2 "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

Significantly different from 2003.

¹ Significantly higher than, 1 lower than 1998.

New Jersey
Grade 4

Spapsbot Raport

00000 80000×650000

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for New Jersey

- In 2003, the average scale score for fourth-grade students in New Jersey was 225. This was higher¹ than the average score in 1994 (219), and was not found to be significantly different from the average score in 1992 (223).
- New Jersey's average score (225) in 2003 was higher than that
 of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in New Jersey were higher than those in 34 jurisdictions, and not significantly different from those in 18 jurisdictions.
- The percentage of students in New Jersey who performed at or above the NAEP Proficient level was 39 percent in 2003. This percentage was greater than that in 1994 (33 percent), and was not found to be significantly different from 1992 (35 percent).

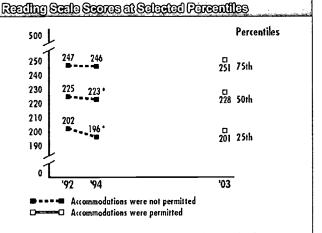
lew Jersey (Pu	blid)			
1992 ^m	. 8		34	> 27 B
1994 th	23.5		32	25 1 8
2003			31	28
lation (Public)				
2003	(f)		32	23 77
-	Percentage belo	w <i>Basic</i> and	at Bask	Percentage at <i>Proficient</i> and Advanced
	l below Basic	□ Basi	c □ Pro	fident 🗆 Advanced

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or obove.

Performance of NATP Reporting (<u> </u>		3 4		
	Percentage	Average	Percentage of students at				
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced	
Male	51 1	222 🕇	33	31	26	9	
Female	49 ↓	229 1	27 ↓	31	30	12	
White	58	235 1	18	32	35	14	
Black	18	200	59	27	12	2	
Hispanic	16	212 1	44 ↓	34 1	18	4	
Asian/Pacific Islander	7	235	21	32	30	17	
American Indian/Alaska Native	#						
Free/reduced-price school lunch			**** * *** *** **** *** *** ***** ***** *** *** *** *** *** *** *** *** *** *** *** *** *** *** *** *** *** **				
Eligible	30	203	54	31	13	2	
Not eligible	62	234	20	32	34	14	

Average Score Caps Between Selected Croups

- In 2003, male students in New Jersey had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (5 points).
- In 2003, White students had an average score that was higher than that of Black students (36 points). This performance gap was not significantly different from that of 1992 (35 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (24 points). This performance gap was narrower than that of 1992 (38 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (30 points). This performance gap was not significantly different from that of the Nation (28 points).



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from 2003.

¹ Significantly higher than, 1 lower than 1994.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

Snepshot Report

NEES 2000-053000

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overell Reading Results for New Mexico

- In 2003, the average scale score for fourth-grade students in New Mexico was 203. This was not found to be significantly different¹ from the average score in 2002 (208), and was lower than the average score in 1992 (211).
- New Mexico's average score (203) in 2003 was lower than that
 of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in New Mexico were higher than those in 1 jurisdiction, not significantly different from those in 5 jurisdictions, and lower than those in 46 jurisdictions.
- The percentage of students in New Mexico who performed at or above the NAEP *Proficient* level was 19 percent in 2003. This percentage was not found to be significantly different from 2002 (21 percent), and was not found to be significantly different from 1992 (23 percent).

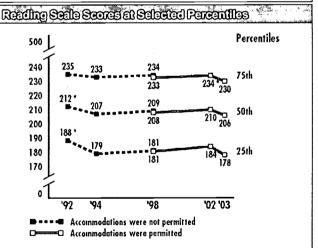
lew Mexico (I	Public)		
1992 ²⁸	(3)	32	₩19* 4
1994 ^B		29	216 6
1998	40	30	17 (0
2002		30	·* 18 (
2003	58	29	₹15 €
iation (Public))		
2003	. 398 /	32	23 7
	Percentage below Basic a	ınd at <i>Basi</i> ç	Percentage at Proficient and Advanced

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Profixient, 238-267; Advanced, 268 or above.

Performance of NAEP Reporting C	Percentage	Average	P			
Reporting groups	of students	Score -	Below Basic	Basic	Proficient	Advanced
Male	51	201	55	28	14	3
Female	49	206	51	29	16	4
White	32	222	33	33	26	8
Black	3	202	55	28	15	3
Hispanic	51	197	59	28	11	2
Asian/Pacific Islander	2					
American Indian/Alaska Native	13	182	75	19	5	1
Free/reduced-price school lunch		······································		***************************************		
Eligible	67 1	195 l	62	25	11	2
Not eligible	26	221	33	36	24	8

Average Score Gaps Between Selected Groups

- In 2003, male students in New Mexico had an average score that was lower than that of female students (5 points). This performance gap was not significantly different from that of 1992 (4 points).
- In 2003, White students had an average score that was higher than that of Black students (20 points). This performance gap was not significantly different from that of 1992 (21 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (25 points). This performance gap was not significantly different from that of 1992 (23 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (26 points). This performance gap was not significantly different from that of 1998 (30 points).



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from 2003.

† Significantly higher than, 1 lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. ² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

Snapshot Raport

01999 2000-4500000

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overell Reading Results for New York

13

- In 2003, the average scale score for fourth-grade students in New York was 222. This was not found to be significantly different¹ from the average score in 2002 (222), and was higher than the average score in 1992 (215).
- New York's average score (222) in 2003 was higher than that
 of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in New York were higher than those in 21 jurisdictions, not significantly different from those in 27 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students in New York who performed at or above the NAEP Proficient level was 34 percent in 2003. This percentage was not found to be significantly different from 2002 (35 percent), and was greater than that in 1992 (27 percent).

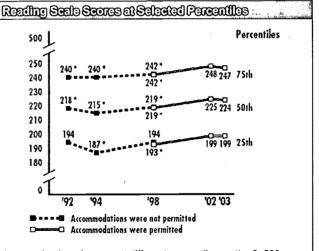
New York (Pu	blic)			
199211	RPP	35	22* 5	
1994 ⁿ	/NP	30	212 16	
1998	MP .	33	23	
2002		31		
2003	(33	33	26	
Nation (Public)			
2003		32	23 77	
-	Percentage below Ba	osk and at Bask	Percentage at <i>Proficient</i> and Advanced	
	below Basic 🗆 E	Basic 🗆 Profi	cient 🗖 Advanced	

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Prolitiont, 238-267; Advanced, 268 or above.

Performance of NASP Reporting (Percentage	Average	Average Percentage of students at					
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced		
Male	50	218	37	33	23	7		
Female	50	226	28	34	28	10		
White	52	235	18	35	35	13		
Black	20	203	56	30	12	2		
Hispanic	21	208	49	32	16	3		
Asian/Pacific Islander	5	230	25	33	30	12		
American Indian/Alaska Native	1							
Free/reduced-price school lunch		······································	**************************************					
Eligible	52	208	49	32	16	3		
Not eligible	45	238	15	34	37	15		

Average Score Caps Between Selected Groups

- In 2003, male students in New York had an average score that was lower than that of female students (9 points). This performance gap was not significantly different from that of 1992 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (32 points). This performance gap was not significantly different from that of 1992 (27 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (27 points). This performance gap was narrower than that of 1992 (42 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (30 points). This performance gap was not significantly different from that of 1998 (35 points).



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from 2003.

† Significantly higher than, 1 lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilitles and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. ² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

The Nation's Report Card Reading 2003

North Carolina Grade 4 Public Schools

Snepshot Report

CHIEFS 20000-0500.GO

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overell Reading Results for North Carolina

- In 2003, the average scale score for fourth-grade students in North Carolina was 221. This was not found to be significantly different1 from the average score in 2002 (222), and was higher than the average score in 1992 (212).
- North Carolina's average score (221) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in North Carolina were higher than those in 19 jurisdictions, not significantly different from those in 26 jurisdictions, and lower than those in 7 jurisdictions.
- · The percentage of students in North Carolina who performed at or above the NAEP Proficient level was 33 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent), and was greater than that in 1992 (25 percent).

1992	700	31	20* 5
1994 ⁿ	We	291	22
1998	OPP	31	21 (32
2002	83 ×	35	25 7
2003	F4	33	24 88 8
lon (Publ	ic)		
2003		32	23
	Percentage below Basic a	nd at Basic	Percentage at Proficient and Advanced

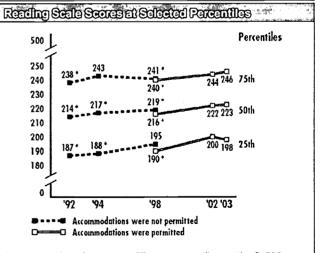
Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels carresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

Performance of NASP Reporting G	lone at all export	dona (and		\$1. - 10.	· · · · · · · · · · · · · · · · · · ·	
	Percentage Average		P			
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	50	216	40	33	21	6
Female	50	227	29	33	27	11
White	58	232	23	33	32	12
Black	29	203	56	32	10	2
Hispanic	6	212	44	32	19	5
Asian/Pacific Islander	2	227	27	38	25	11
American Indian/Alaska Native	2	200	59	33	7	1
Free/reduced-price school lunch			······································	**************************************	······································	······································
Eligible	42	206	52	33	14	2
Not eligible	52	233	22	33	32	13

Average Score Gaps Between Selected Groups

- o In 2003, male students in North Carolina had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 1992 (6 points).
- o In 2003, White students had an average score that was higher than that of Black students (29 points). This performance gap was not significantly different from that of 1992 (26 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in North Carolina in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (27 points). This performance gap was not significantly different from that of 1998 (26 points).



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at tower, middle, and higher levels of the distribution performed.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from 2003 1 Significantly higher than, 1 lower than 2002.

Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

2 "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

The Nation's Report Card State Reading 2003

North Dakota Grade 4

Snapshot Raport

NGES 2009-050ND0

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for North Dakota

- In 2003, the average scale score for fourth-grade students in North Dakota was 222. This was not found to be significantly different¹ from the average score in 2002 (224), and was lower than the average score in 1992 (226).
- North Dakota's average score (222) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in North Dakota were higher than those in 21 jurisdictions, not significantly different from those in 25 jurisdictions, and lower than those in 6 jurisdictions.
- The percentage of students in North Dakota who performed at or above the NAEP *Proficient* level was 32 percent in 2003. This percentage was not found to be significantly different from 2002 (34 percent), and was not found to be significantly different from 1992 (35 percent).

orth Dakota (Pub	lic)		
1992 th	ano .	39	≥ 29
1994 ^{EE}	979	35	29* 8
2002	29	38	28
2003	81 3	37	26
lation (Public)			
2003	88	32	23 7
	ercentage below Basic	and at Bask	Percentage at <i>Proficient</i> and

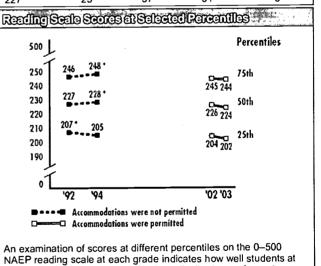
Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208–237; Proficient, 238-267; Advanced, 268 or above.

Performance of NAEP Reporting @	oded direct al equor	(fa)		e come a communicación	G	
	Percentage	Average	Percentage of students at			
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	51	218	35	37	23	5
Female	49	225	28	37	29	7
White	88	224	28	38	28	6
Black	1					
Hispanic	2					
Asian/Pacific Islander	1					
American Indian/Alaska Native	9	202	57	30	11	2
Free/reduced-price school lunch						
Eligible	33	210	45	36	16	2
Not eligible	66	227	25	37	31	8

Average Score Caps Between Selected Groups

- In 2003, male students in North Dakota had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (3 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in North Dakota.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in North Dakota.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (17 points). This performance gap was not significantly different from that of 2002 (15 points).



lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.

* Significantly different from 2003.

(NAEP), 1992, 1994, 2002, and 2003 Reading Assessments.

1 Significantly higher than, 1 lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
²¹Jurisdictions¹ includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.
Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://locs.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress



⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Ohio

- In 2003, the average scale score for fourth-grade students in Ohio was 222. This was not found to be significantly different¹ from the average score in 2002 (222), and was higher than the average score in 1992 (217).
- Ohio's average score (222) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Ohio were higher than those in 21 jurisdictions, not significantly different from those in 27 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students in Ohio who performed at or above the NAEP Proficient level was 34 percent in 2003. This percentage was not found to be significantly different from 2002 (34 percent), and was greater than that in 1992 (27 percent).

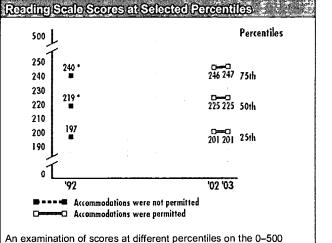
1992 ^a	67,-1	36	22* 5
2002	82	35	27 7
2003	- 3	34	26
Nation (Publi 2003	() 	32	23 \$7.
	Percentage below Basic	and at Bask	Percentage at <i>Proficient</i> and Advanced
0	🛮 below Basic 🗀 Bas	lc 🗆 Profi	cient 🖾 Advanced

Proficient, 238-267: Advanced, 268 or above.

Performance of NAEP Reporting	Groups in Ohio					
	Percentage	Average	P	ercentage	of students at	_
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	50	218	35	34	24	7
Female	50	226	27	35	28	9
White	78	226	26	36	29	9
Black	17	202	56	29	13	3
Hispanic	2	207	52	25	18	5
Asian/Pacific Islander	1					
American Indian/Alaska Native	#					
Free/reduced-price school lunch				gan a select or Programme Pelitaries	n, de françois de prime, sibre, apares difrances de altre de françois de ac	and the second of the second s
Eligible	35	206	49	32	15	3
Not eligible	57	231	21	35	32	11

Average Score Gaps Between Selected Groups

- In 2003, male students in Ohio had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1992 (23 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Ohio in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 2002 (24 points).



NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.

* Significantly different from 2003.

† Sign

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 2002, and 2003 Reading Assessments.



⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

† Significantly higher than, 1 lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

Snapshot Raport

NOTES 2000-45000X)

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overell Reading Results for Oklahoma

- In 2003, the average scale score for fourth-grade students in Oklahoma was 214. This was not found to be significantly different¹ from the average score in 2002 (213), and was lower than the average score in 1992 (220).
- Oklahoma's average score (214) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Oklahoma were higher than those in 9 jurisdictions, not significantly different from those in 8 jurisdictions, and lower than those in 35 jurisdictions.
- The percentage of students in Oklahoma who performed at or above the NAEP Proficient level was 26 percent in 2003. This percentage was not found to be significantly different from 2002 (26 percent), and was not found to be significantly different from 1992 (29 percent).

udant Pe	ncentage at NY	AED (Act)	emevel	og Frakerj for	
Oklahoma (Pu	ıblıc)				
₁₉₉₂ n	BP .	38*	25*	(4	
1998	STP	36	25*	§ 5	
2002 [(0)	34	22	4	
2003 [40 3	34	21	15	
Nation (Public	:)		-		
2003	38)	32	23	7	
-	Percentage below Basic	and at Basic	Parcentage Advanced	ut <i>Proficient</i> and	

□ below Basic □ Basic □ Proficient □ Advanced

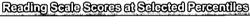
Accommodations were not permitted for this assessment.

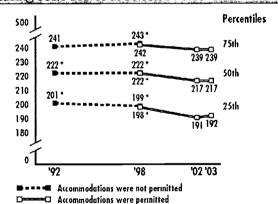
NOTE: The NAFP reading scale ranges from 0 to 500, with the achievement levels carresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

	Percentage	Average	Percentage of students at			
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	49	210	43	35	19	4
Female	51	217	37	34	23	6
White	61	220	32	36	25	6
Black	11	195	59	29	11	1
Hispanic	7	200	56	29	13	2
Asian/Pacific Islander	1					
American Indian/Alaska Native	18	206	48	34	15	3
Free/reduced-price school lunch	······································	w			***************************************	<u> </u>
Eligible	55	204	51	32	15	2
Not eligible	42	227	25	37	30	8

Average Score Caps Between Selected Croups

- In 2003, male students in Oklahoma had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (5 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1992 (22 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (21 points). This performance gap was not significantly different from that of 1992 (16 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (23 points). This performance gap was not significantly different from that of 1998 (23 points).





An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1998, 2002, and 2003 Reading Assessments.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

Significantly different from 2003.

Significantly higher than, 1 lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Reading 2003

Oregon Grade 4 Public Schools

Spapehot Raport

NCES 2000-050074

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Oregon

- In 2003, the average scale score for fourth-grade students in Oregon was 218. This was not found to be significantly different1 from the average score in 2002 (220), and was higher than the average score in 1998 (212).
- Oregon's average score (218) in 2003 was not found to be significantly different from that of the nation's public schools (216)
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Oregon were higher than those in 13 jurisdictions, not significantly different from those in 18 jurisdictions, and lower than those in 21 jurisdictions.
- The percentage of students in Oregon who performed at or above the NAEP Proficient level was 31 percent in 2003. This percentage was not found to be significantly different from 2002 (31 percent), and was not found to be significantly different from 1998 (26 percent).

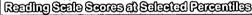
gon (Public)			
1998	- GR - 28	32	21 × 5
2002	<u> 8</u>	34	25 6
2003	87	33	₹ 24 7
n (Public)			
2003	83	32	23 77
Per	centage below Bask	r and at Basic	Percentage at Proficient and Advanced

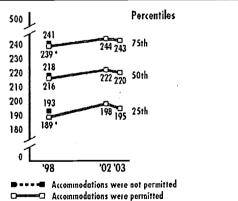
NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

	Percentage	Average	Percentage of students at				
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced	
Male	51	213	42	32	21	4	
Female	49	223	31	33	27	9	
White	76	222	32	34	27	7	
Black	3	202	52	28	17	3	
Hispanic	14	199	57	27	12	3	
Asian/Pacific Islander	4	219	39	28	23	10	
American Indian/Alaska Native	2						
Free/reduced-price school lunch					•••		
Eligible	35	205	50	31	16	3	
Not eligible	63 ↑	224 ↓	30	33	28	8	

Average Score Gaps Between Selected Groups

- In 2003, male students in Oregon had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1998 (8 points).
- In 2003, White students had an average score that was higher than that of Black students (19 points). This performance gap was not significantly different from that of 1998 (25 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (23 points). This performance gap was narrower than that of 1998 (39 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (18 points). This performance gap was narrower than that of 1998 (30 points).





An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

(NAEP), 1998, 2002, and 2003 Reading Assessments.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

Significantly higher than, \$\frac{1}{2}\$ lower than 2002. Significantly different from 2003.

Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Pennsylvania

- In 2003, the average scale score for fourth-grade students in Pennsylvania was 219. This was not found to be significantly different1 from the average score in 2002 (221), and was not found to be significantly different from the average score in 1992 (221)
- Pennsylvania's average score (219) in 2003 was not found to be significantly different from that of the nation's public schools
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Pennsylvania were higher than those in 15 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 15 jurisdictions.
- The percentage of students in Pennsylvania who performed at or above the NAEP Proficient level was 33 percent in 2003. This percentage was not found to be significantly different from 2002 (34 percent), and was not found to be significantly different from 1992 (32 percent).

Peansylvania (Public)		
1992 ⁰	37	36	26 G
1994 ¹⁰	39)	31	23 7
2002	3,4	32	26
2003	33	32	26
iation (Public)			
2003	88	32	23 7
	Percentage below Basic a	nd at Bask	Percentage at Proficient and

Accommodations were not permitted for this assessment.

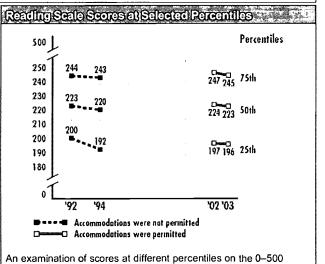
NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

Performance of NAEP Reporting G	roups in Rennsylvar	10				
	Percentage	Average	P	Percentage of students at		
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	51	215	38	32	24	6
Female	49	222	32	32	28	8
White	74	227	25	35	31	9
Black	19	191	68	23	8	1
Hispanic	4	195	59	30	9	1
Asian/Pacific Islander	1					
American Indian/Alaska Native	#					
Free/reduced-price school lunch	**************************************	***************************************		······································		***************************************
Eligible	38	198	58	28	13	1
Not eligible	60	231	21	35	33	11

Average Score Gaps Between Selected Groups

- In 2003, male students in Pennsylvania had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (36 points). This performance gap was not significantly different from that of 1992 (36 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (32 points). This performance gap was not significantly different from that of 1992 (35 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (33 points). This performance gap was not significantly different from that of 2002 (32 points).

(NAEP), 1992, 1994, 2002, and 2003 Reading Assessments.



NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

† Significantly higher than, \$\infty\$ lower than 2002. * Significantly different from 2003.

Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

2 "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress



The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Rhode Island

- In 2003, the average scale score for fourth-grade students in Rhode Island was 216. This was not found to be significantly different' from the average score in 2002 (220), and was not found to be significantly different from the average score in 1992 (217)
- Rhode Island's average score (216) in 2003 was not found to be significantly different from that of the nation's public schools
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Rhode Island were higher than those in 11 jurisdictions, not significantly different from those in 16 jurisdictions, and lower than those in 25 jurisdictions.
- The percentage of students in Rhode Island who performed at or above the NAEP Proficient level was 29 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent), and was not found to be significantly different from 1992 (28 percent).

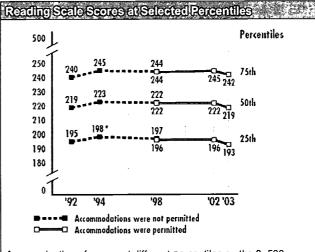
hode Island	(Public)		
1992 ⁿ	- 37	35	22 5
1994 ⁿ	(33)	33	24
1998	36	33	24 7
2002	\$35	33	25 [8]
2003	38	33	23 7
ation (Publi	ic)		
2003	-53	32	23 27
	Percentage below <i>Basic</i> a	nd at <i>Bosic</i>	Percentage at <i>Proficient</i> and Advanced

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

	Percentage	Average	P	ercentage of students at		
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	51	213	41	33	20	5
Female	49	220	34	33	25	8
White	69	224	29	35	27	9
Black	9	196	60	28	11	1
Hispanic	18	196	61	27	10	2
Asian/Pacific Islander	4	221 🕇	33 ↓	38	22	7
American Indian/Alaska Native	#					
Free/reduced-price school lunch			······································	***************************************		
Eligible	39	200	56	31	12	2
Not eligible	54	229	24	35	30	10

Average Score Gaps Between Selected Groups

- In 2003, male students in Rhode Island had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (4 points).
- In 2003. White students had an average score that was higher than that of Black students (28 points). This performance gap was not significantly different from that of 1992 (31 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (28 points). This performance gap was not significantly different from that of 1992 (40 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (29 points). This performance gap was not significantly different from that of 1998 (35 points).



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.



[#] The estimate rounds to zero.

Significantly different from 2003.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

¹ Significantly higher than, 1 lower than 2002.

Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. **Jurisdictions* includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information

The Nation's Report Card State Reading 2003

South Carolina Grade 4 Public Schools

Snapshot Raport

100ES 2000-450SGA

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for South Carolina

- In 2003, the average scale score for fourth-grade students in South Carolina was 215. This was not found to be significantly different¹ from the average score in 2002 (214), and was higher than the average score in 1992 (210).
- South Carolina's average score (215) in 2003 was not found to be significantly different from that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in South Carolina were higher than those in 9 jurisdictions, not significantly different from those in 13 jurisdictions, and lower than those in 30 jurisdictions.
- The percentage of students in South Carolina who performed at or above the NAEP *Proficient* level was 26 percent in 2003. This percentage was not found to be significantly different from 2002 (26 percent), and was greater than that in 1992 (22 percent).

92 n	.002	31	18 👑 🔇
40	- 68	78-	16.
8	DN^{ϵ}	31	18 🖸
2	€ 13:	33	20 🔊 🔀
3	12. 1. 	34	20 🚿 🔁
n (l	oblic)		
	13 3.	32	23 77
3	1		
3	Percentage below !		Percentage at <i>Proficient</i> and

Accommodations were not permitted for this assessment.

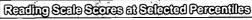
NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

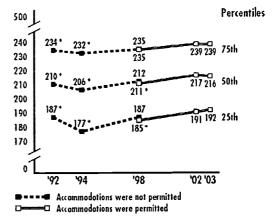
Performance of NATP Reporting @	come in South Enrol	ltona .				
The state of the s	Percentage	Average	P	Percentage of students at		
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	50	211	45	34	18	4
Female	50	219	36	34	23	7
White	55	226	26	38	28	8
Black	40	199	60	29	10	1
Hispanic	3	205	52	29	17	3
Asian/Pacific Islander	1					
American Indian/Alaska Native	#					
Free/reduced-price school lunch				***************************************		
Eligible	52	202	55	31	12	2
Not eligible	47	228	24	37	30	9

Average Score Caps Between Selected Groups

- In 2003, male students in South Carolina had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (27 points). This performance gap was not significantly different from that of 1992 (27 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in South Carolina in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (26 points). This performance gap was not significantly different from that of 1998 (29 points).

(NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.





An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.
Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from 2003.

¹ Significantly higher than, 1 lower than 2002.

South Dakota Grade 4

NEES 2004-49060X)

Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overell Reading Results for South Dekota

- In 2003, the average scale score for fourth-grade students in South Dakota was 222.
- South Dakota's average score (222) in 2003 was higher¹ than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in South Dakota were higher than those in 21 jurisdictions, not significantly different from those in 27 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students in South Dakota who performed at or above the NAEP Proficient level was 33 percent in 2003.
 The percentage of students in South Dakota who performed at or above the Basic level was 69 percent.

Student Pe	nconference	EANO	Achte	XOMO!	elevel 1	
South Dakota (Public)					
2003	-₹ _9)		35	26	77	
Nation (Public)						
2003	- 13P		32°	23*	_7.	
	Percentage belo	M Basic and a	t Basic	Percentage Advanced	at <i>Proficient</i> and	
	🛮 below <i>Basic</i>	🗆 Basic	🗆 Profi	cient 🗆 .	Advanced	

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

	Percentage	Average	Р	ercentage	of students at	
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	51	220 1	34 ↓	35 ↑	24 1	6
Female	49	225 1	28 ↓	36	28	8
White	84 1	227	26	37	29	8
Black	1 ↓					
Hispanic	2 ↓					
Asian/Pacific Islander	1 ↓					
American Indian/Alaska Native	12 1	197	60	28	10	1
Free/reduced-price school lunch						
Eligible	37 ↓	210 1	45 ↓	34 ↑	18 Î	3
Not eligible	62 1	230	22	36	31	10

Average Score Caps Entween Selected Groups

- In 2003, male students in South Dakota had an average score that was lower than that of female students (6 points). This performance gap was not significantly different from that of the Nation (8 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in South Dakota.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in South Dakota.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was narrower than that of the Nation (28 points).

Reading Seals Scores at Selected Percentiles

	Scale Score Distribution			
	25 th	50 th	75 th	
	Percentile	Percentile	Percentile	
South Dakota	201 🕇	224 †	246 🕇	
Nation (Public)	193	219	243	

An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 243, and 75 percent of students in South Dakota scored below 246.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.



[#] The estimate rounds to zero.

⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from South Dakota.

[†] Significantly higher than, ‡ lower than appropriate subgroup in the nation (public).

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. ² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Visit http://loces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

Tennessee Grade 4 Public Schools

Snapshot Raport

NGES 2004-455VNO

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Tennessee

- In 2003, the average scale score for fourth-grade students in Tennessee was 212. This was not found to be significantly different' from the average score in 2002 (214), and was not found to be significantly different from the average score in 1992 (212).
- Tennessee's average score (212) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Tennessee were higher than those in 6 jurisdictions, not significantly different from those in 10 jurisdictions, and lower than those in 36 jurisdictions.
- The percentage of students in Tennessee who performed at or above the NAEP Proficient level was 26 percent in 2003. This percentage was not found to be significantly different from 2002 (25 percent), and was not found to be significantly different from 1992 (23 percent).

Studentl	Percentago at NY	NEP Acti	fevenent Levels
Tennessan	(Public)		
1992 ^{ff}	(9) 52	34	№ 19
1994 ⁸	48 3.25	31	8.8.21 6
1998	43	32	₹ 20
2002	49 2	33	21 5
2003	(9)	31	20 3
Nation (Pu	blic)		
2003	83	32	23 7/
	Percentage below Basic	and at Bosk	Percentage at <i>Proficient</i> and Advanced
f	🛮 below Basic 🔲 Basic	r □ Profici	ent 🖾 Advanced
n Accommo	dations were not permitted for	this assessmen	nt.

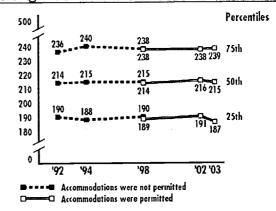
NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

Performence of NAEP Reporting (essence di squot)	*	in from the second		
	Percentage	Average	Р	ercentage	<u>l</u>	
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	52	208	47	31	18	5
Female	48	217	38	31	22	8
White	71	220	33	35	24	8
Black	25	188	70	21	8	1
Hispanic	2	206	49	24	20	7
Asian/Pacific Islander	1					
American Indian/Alaska Native	#					
Free/reduced-price school lunch						
Eligible	41	198	58	27	13	2
Not eligible	54	222	32	34	25	9

Average Score Caps Between Selected Groups

- In 2003, male students in Tennessee had an average score that was lower than that of female students (9 points). This performance gap was not significantly different from that of 1992 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (32 points). This performance gap was not significantly different from that of 1992 (26 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Tennessee in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 1998 (26 points).

Reading Scale Scores at Selected Percentilles



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

(NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.



[#] The estimate rounds to zero

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from 2003.

Significantly higher than, \$\frac{1}{2}\$ lower than 2002.

Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

3 "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

Reading 2003

Texas Grade 4 Public Schools

Snapshot Report

0.0000 20004-003000

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Jexas

- In 2003, the average scale score for fourth-grade students in Texas was 215. This was not found to be significantly different1 from the average score in 2002 (217), and was not found to be significantly different from the average score in 1992 (213).
- Texas' average score (215) in 2003 was not found to be significantly different from that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Texas were higher than those in 9 jurisdictions, not significantly different from those in 10 jurisdictions, and lower than those in
- The percentage of students in Texas who performed at or above the NAEP Proficient level was 27 percent in 2003. This percentage was not found to be significantly different from 2002 (28 percent), and was not found to be significantly different from 1992 (24 percent).

1992	48	33	19 (4
994	(72	32	20 💍
1998	(1)	31	23
2002	80	34	22 (5
2003	(II) askir (33	21 (4)
ion (Public)			
2003	28	32	23 7
	Percentage below Basic an		Percentage at Proficient and Advanced ent DAdvanced

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels

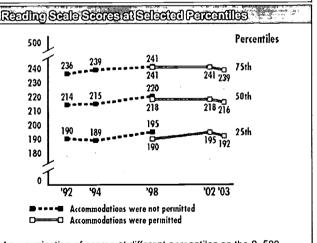
corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237;

Proficient, 238-267; Advanced, 268 or above.

Performence of NASP Reporting Groups in Texas Percentage of students at Percentage Average Proficient Advanced of students Score Below Basic Basic Reporting groups 51 212 32 20 5 Male 7 49 218 38 33 22 Female White 41 227 26 35 30 9 2 56 28 13 Black 14 202 52 32 3 Hispanic 42 205 14 Asian/Pacific Islander 229 27 35 28 11 3 American Indian/Alaska Native Free/reduced-price school lunch 2 205 52 32 14 54 Eligible 43 226 28 33 29 10 Not eligible

Average Score Caps Between Selected Croups

- o In 2003, male students in Texas had an average score that was lower than that of female students (6 points). This performance gap was not significantly different from that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1992 (24 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (22 points). This performance gap was not significantly different from that of 1992 (23 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was narrower than that of 1998 (31 points).



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

[↑] Significantly higher than, ↓ lower than 2002. * Significantly different from 2003.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

2 "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Snapshot Raport

AGES 2002 LAGRICATO

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overell Reading Results for Walb

- In 2003, the average scale score for fourth-grade students in Utah was 219. This was not found to be significantly different' from the average score in 2002 (222), and was not found to be significantly different from the average score in 1992 (220).
- Utah's average score (219) in 2003 was higher than that of the nation's public schools (216).
- o Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Utah were higher than those in 16 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 14 jurisdictions.
- The percentage of students in Utah who performed at or above the NAEP Proficient level was 32 percent in 2003. This percentage was not found to be significantly different from 2002 (33 percent), and was not found to be significantly different from 1992 (30 percent).

ah (Public)			
1992	\$ 8 5 ·	37	25
1994 B	3 5	34	24 6
1998	-K \$10 Km. >-	34	23 🕟 📑
2002	8	36	√ ÷ 26 · · · · § (3)
2003	39	34	25 7
ition (Public)			
2003	23	32	23 7
_	Percentage below Basic	and at Basic	Percentage at Proficient and Advanced

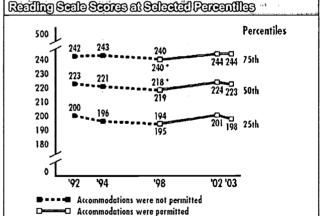
Accommodations were not permitted for this assessment

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

	Percentage	Average	ge Percentage of students at				
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced	
Male	51	215	38	34	23	5	
Female	49	224	30	34	27	9	
White	83	223	29	36	27	8	
Black	2						
Hispanic	11	194	64	25	10	1	
Asian/Pacific Islander	3	212	46	31	19	4	
American Indian/Alaska Native	1			***			
Free/reduced-price school lunch		***************************************		······································	**************************************		
Eligible	33	206	49	31	16	3	
Not eligible	66	226	26	36	29	8	

Average Score Caps Detween Selected Groups

- In 2003, male students in Utah had an average score that was lower than that of female students (9 points). This performance gap was not significantly different from that of 1992 (7 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Utah.
- In 2003, White students had an average score that was higher than that of Hispanic students (29 points). This performance gap was not significantly different from that of 1992 (21 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was not significantly different from that of 1998 (17 points).



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progres (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

Significantly different from 2003.

Significantly higher than, \$\frac{1}{2}\$ lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
¹ "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.
Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overell Reading Results for Vermont

- In 2003, the average scale score for fourth-grade students in Vermont was 226. This was not found to be significantly different from the average score in 2002 (227).
- Vermont's average score (226) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Vermont were higher than those in 41 jurisdictions, and not significantly different from those in 11 jurisdictions.
- The percentage of students in Vermont who performed at or above the NAEP Proficient level was 37 percent in 2003. This percentage was not found to be significantly different from 2002 (39 percent).

Student P	ncentage at N	MEP Ach	ievement/Levels
Vermont (Publ	k)		
2002	21/	34	30 (7)
2003	217	37	29 288
Nation (Public)			
2003	38	32	23 🐼 77.
	Percentage below Basi		Percentage at Profident and Advanced
[🗷 below <i>Basic</i> 🔲 i	Basic 🔲 Pro	ficient 🗆 Advanced

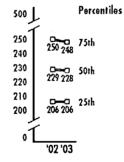
NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

Performance of NAIP Reporting		Avoznao		orcontago	of students at	and the second second second second second
	Percentage	Average		-		
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	51	224	29	37	27	7
Female	49	229	24	36	31	9
White	95	226	27	37	29	8
Black	2					
Hispanic	1					
Asian/Pacific Islander	2					
American Indian/Alaska Native	1					
Free/reduced-price school lunch	Marillo and the same of the sa				, , , , , , , , , , , , , , , , , , , ,	
Eligible .	29	214	41	37	19	3
Not eligible	69	231	21	36	33	10

Average Score Caps Between Selected Groups

- In 2003, male students in Vermont had an average score that was lower than that of female students (5 points). This performance gap was not significantly different from that of 2002 (8 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Vermont.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Vermont.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (18 points). This performance gap was not significantly different from that of 2002 (20 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

Significantly different from 2003.

[†] Significantly higher than, ↓ lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.



The Nation's Report Card Reading 2003

Virginia Grade 4 Public Schools

Model lodenews

MALES SOUTH BOOK

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overell Reading Results for Vitrinia

- In 2003, the average scale score for fourth-grade students in Virginia was 223. This was not found to be significantly different' from the average score in 2002 (225), and was not found to be significantly different from the average score in 1992 (221)
- Virginia's average score (223) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Virginia were higher than those in 26 jurisdictions, not significantly different from those in 23 jurisdictions, and lower than those in 3 jurisdictions.
- The percentage of students in Virginia who performed at or above the NAEP Proficient level was 35 percent in 2003. This percentage was not found to be significantly different from 2002 (37 percent), and was not found to be significantly different from 1992 (31 percent).

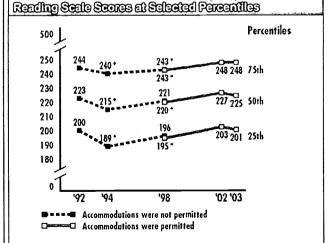
1992	- 28	35	25 (d)
1994 ⁿ [an I	31	19* 7/
1998	anp .	33	24
2002	80	34	28 0
2003	- 8D -	34	∞ 26 ∞ 🖸
lation (Public)			
2003	88	32	23 7
_	Percentage below Basic a	nd at <i>Basi</i> c	Percentage at <i>Proficient</i> and

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

Performance of NATP Reporting							
	Percentage	Average	Percentage of students at				
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced	
Male	· 51	219	36	32	25	7	
Female	49	228	27	35	28	11	
White	62	231	23	34	32	12	
Black	27	206	51	33	14	2	
Hispanic	5	210	45	35	18	2	
Asian/Pacific Islander	4	235	21	29	34	17	
American Indian/Alaska Native	1						
Free/reduced-price school lunch							
Eligible	31	205	53	31	14	2	
Not eliaible	. 67	232	21	35	32	12	

Average Score Caps Deliveen Selected Croups

- o In 2003, male students in Virginia had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of . 1992 (8 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1992 (26 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Virginia in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (27 points). This performance gap was not significantly different from that of 1998 (27 points).



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.



[#] The estimate rounds to zero

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

Significantly different from 2003.

Significantly higher than, \$\frac{1}{2}\$ lower than 2002.

Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. ² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools) NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.

Washington Grade 4

- Bnepshot Report -

NGES 2004-4550064

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overell Reading Results for Westilington

- In 2003, the average scale score for fourth-grade students in Washington was 221. This was not found to be significantly different¹ from the average score in 2002 (224), and was higher than the average score in 1994 (213).
- Washington's average score (221) in 2003 was higher than that
 of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Washington were higher than those in 18 jurisdictions, not significantly different from those in 27 jurisdictions, and lower than those in 7 jurisdictions.
- The percentage of students in Washington who performed at or above the NAEP *Proficient* level was 33 percent in 2003. This percentage was not found to be significantly different from 2002 (35 percent), and was greater than that in 1994 (27 percent).

Sindant Per	නොලලාණ බැ	AEP Act	fevenent Levels	
Washington (Pu	blic)			
1994 ⁰	® @p ·	32	** 71 * * G	
1998	× 535	34	24 💍	
2002	80	35	27 8 8	
2003	\$ 852	34	26 7	
Nation (Public)				
2003	20 83 84	32	23 7	
_	Percentage below Bask	and at Bask	Percentage at Proficient and Advanced	_
8	below Basic 🗀 Ba	ste 🖾 Profi	icient 🔲 Advanced	

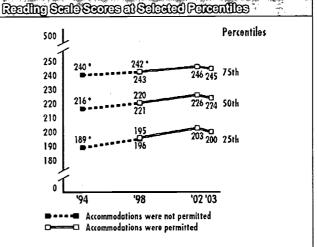
Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lawer; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

Performance of NATP Reporting C	Percentage Average		p	Percentage of students at				
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced		
Male	50	216	37	36	22	5		
Female	50	226	28	33	29	10		
White	70 ↓	226	27	35	29	9		
Black	7	212	42	35	20	3		
Hispanic	12 1	201	56	28	13	3		
Asian/Pacific Islander	8	218	36	35	23	6		
American Indian/Alaska Native	3	208	43	36	19	2		
Free/reduced-price school lunch								
Eligible	38	208	47	33	17	3		
Not eligible	51	230	23	34	31	11		

Average Score Caps Batween Salected Croups

- In 2003, male students in Washington had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1994 (8 points).
- In 2003, White students had an average score that was higher than that of Black students (14 points). This performance gap was not significantly different from that of 1994 (19 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (25 points). This performance gap was not significantly different from that of 1994 (32 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of 1998 (22 points).



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994, 1998, 2002, and 2003 Reading Assessments.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from 2003.

† Significantly higher than, 1 lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. ² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

trogen todegons

NEEDS 2000/40E30000

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for West Virginia:

- In 2003, the average scale score for fourth-grade students in West Virginia was 219. This was not found to be significantly different¹ from the average score in 2002 (219), and was higher than the average score in 1992 (216).
- West Virginia's average score (219) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in West Virginia were higher than those in 16 jurisdictions, not significantly different from those in 21 jurisdictions, and lower than those in 15 jurisdictions.
- The percentage of students in West Virginia who performed at or above the NAEP Proficient level was 29 percent in 2003. This percentage was not found to be significantly different from 2002 (28 percent), and was not found to be significantly different from 1992 (25 percent).

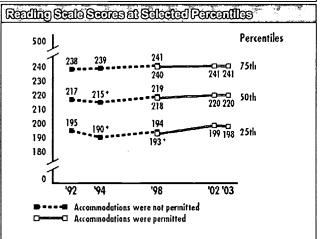
est Virginia (f	Public)		
199211		36	£ 21 [5
1994 th	· (P)	3]*	21. 6
1998	(40 N	33	23 E
2002	193	37	23 5
2003	F 5	36	23 6
tion (Public)			
2003	83	32	× 23 7/
_	Percentage below Basic a	nd at <i>Basi</i> c	Percentage at <i>Proficient</i> and Advanced

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Prolicient, 238-267; Advanced, 268 or above.

Performance of NAIP Reporting G	algatV teeW all equor	fia 🕴 🍍		ije die se		& . A.	
-	Percentage	Average	Percentage of students at				
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced	
Male	51	215	40	35	20	5	
Female	49	223	30	38	26	7	
White	95	220	35	36	23	6	
Black	4	203	55	32	13	#	
Hispanic	#						
Asian/Pacific Islander	#						
American Indian/Alaska Native	1						
Free/reduced-price school lunch		***************************************		*****************************	***************************************		
Eligible	54	212	43	36	18	3	
Not eligible	45	228	25	37	29	9	

Average Score Cape Detween Salected Croups

- In 2003, male students in West Virginia had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1992 (8 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in West Virginia in 1992.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in West Virginia.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (16 points). This performance gap was not significantly different from that of 1998 (21 points).



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

^{*} Significantly different from 2003.

Significantly higher than, I lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. ² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

Wisconsin Grade 4 Public Schools

NGGS 2000-469000

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for illustrary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overell Reading Results for Wisconsin

- In 2003, the average scale score for fourth-grade students in Wisconsin was 221. This was not found to be significantly different¹ from the average score in 1998 (222), and was lower than the average score in 1992 (224).
- Wisconsin's average score (221) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Wisconsin were higher than those in 18 jurisdictions, not significantly different from those in 26 jurisdictions, and lower than those in 8 jurisdictions.
- The percentage of students in Wisconsin who performed at or above the NAEP *Proficient* level was 33 percent in 2003. This percentage was not found to be significantly different from 1998 (34 percent), and was not found to be significantly different from 1992 (33 percent).

indeni Per	entege at NA	EP Ach	fevenent Levels	-
Wisconsin (Public)			
1992 ⁸	227	37	276	
1994 ⁰	20	36	№ 28 77.	
1998	181	36	27 6	
2003	22	35	· 26 _ 7	
Nation (Public)				
2003	38	32	23 77	
-	Percentage below <i>Basi</i> c c	and at Basic	Percestage at Proficient and Advanced	
3	below Basic 🔲 Ba	isic 🗆 Pro	ficient 🔲 Advanced	
D		.1.	•	

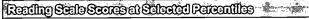
11 Accommodations were not permitted for this assessment.

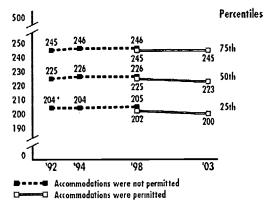
NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

Performance of NAID Reporting (demostW al equod	0 🌲 🔏					
	Percentage	Average	Percentage of students at				
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced	
Male	51	217	36	35	23	5	
Female	49	225	28	35	29	8	
White	79	225	27	36	29	7	
Black	9	200 1	58 ↓	29	11	2	
Hispanic	6	209	46	34	16	4	
Asian/Pacific Islander	3	213	46	27	19	7	
American Indian/Alaska Native	2	211	42	33	21	4	
Free/reduced-price school lunch	<u> </u>		······································				
Eligible .	29	205	50	33	15	3	
Not eligible	67	228	25	37	31	8	

Average Score Caps Detween Selected Groups

- In 2003, male students in Wisconsin had an average score that was lower than that of female students (9 points). This performance gap was not significantly different from that of 1992 (5 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1992 (28 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (16 points). This performance gap was not significantly different from that of 1992 (18 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of 1998 (27 points).





An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, and 2003 Reading Assessments.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

Significantly different from 2003.

¹ Significantly higher than, 1 lower than 1998.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Reading 2003



mones longener

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Wyoming

- In 2003, the average scale score for fourth-grade students in Wyoming was 222. This was not found to be significantly different1 from the average score in 2002 (221), and was not found to be significantly different from the average score in 1992 (223)
- Wyoming's average score (222) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Wyoming were higher than those in 24 jurisdictions, not significantly different from those in 23 jurisdictions, and lower than those in 5 jurisdictions.
- The percentage of students in Wyoming who performed at or above the NAEP *Proficient* level was 34 percent in 2003. This percentage was not found to be significantly different from 2002 (31 percent), and was not found to be significantly different from 1992 (33 percent).

Mant Per	COME COME		eleved tnemevels		
Wyoning (Public	c)				
1992 ^M	70	38	3 27 S		
1994 th	83	36	26 📖 🔼		
1998	3 Mb	34	23 (6		
2002	872	37	# 26 · [39		
2003	5 3)	35	≥ 26 ₹ 7		
Nation (Public)	•				
2003	23 - 1	32	23 🐃 7		
Percentage below Basic and at Basic			Percentage at <i>Prolicient</i> and Advanced		
C] below Basic 🔲 i	Basic 🔲 Pro	oficient 🚨 Advanced		
n Accommodation	is were not permitted fo	r this assessmen	ıt.		

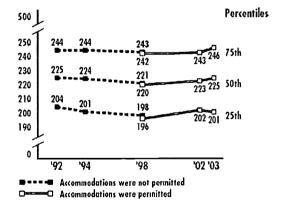
NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or obove.

Performance of NAEP Reporting (galacyWai equox					
	Percentage	Average	Percentage of students at			
Reporting groups	of students	Score	Below Basic	Basic	Proficient	Advanced
Male	51	219	34	36	24	6
Female	49	225	28	34	28	9
White	86	224	29	35	28	8
Black	1					
Hispanic	8	214	41	36	18	4
Asian/Pacific Islander	1					
American Indian/Alaska Native	4	189	70	19	9	1
Free/reduced-price school lunch	#M. M. M	• • • • • • • • • • • • • • • • • • • •				
Eligible	34 ↓	212	44	33	18	5
Not eligible	64 1	228	24	36	31	9

Average Score Caps Between Selected Croups

- o In 2003, male students in Wyoming had an average score that was lower than that of female students (6 points). This performance gap was not significantly different from that of 1992 (6 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Wyoming.
- In 2003. White students had an average score that was higher than that of Hispanic students (11 points). This performance gap was not significantly different from that of 1992 (19 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (17 points). This performance gap was not significantly different from that of 1998 (18 points).





An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

(NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.



[#] The estimate rounds to zero.

⁻⁻⁻ Reporting standards not met; sample size insufficient to permit a reliable estimate.

¹ Significantly higher than, 1 lower than 2002. * Significantly different from 2003.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. 2 "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.



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